DOCUMENT RESUME

ED 311 190 CE 053 034

AUTHOR Rebesko, Branco; And Others

TITLE World Perspective Case Descriptions on Educational Programs for Adults: Yugoslavia.

SPONS AGENCY Kellogg Foundation, Battle Creek, Mich.

PUB DATE Aug 89

NOTE 224p.; This series includes thirty-two documents (CE 053-003-034) covering Argentina to Yugoslavia. The first 78 pages of each document are identical introductory matter. Subsequent pages exhibit a variety of legibility problems.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC09 Plus Postage.

DESCRIPTORS *Adult Education; Adult Programs; Case Studies; *Extension Education; Foreign Countries; Higher Education; *Labor Education; *Literacy Education; *Nutrition Instruction; *Veterinary Medical Education

IDENTIFIERS *Yugoslavia

ABSTRACT

These eight case descriptions of adult education programs in Yugoslavia are part of a set that reflects a cooperative effort by adult educators to increase international understanding of various educational programs for adults in their societal context. A face sheet for each program provides this information: name, organization, and address of the person who prepared the case description; program name or title; type of program; type of organization with which the case program is associated; and basic characteristics of service. The eight case descriptions are Veterinary Education of Farming Population (Rebesko); Extension Service and Its Role in Training Farmers--Slovenia (Tone); Nutrition Education (Osolnik); Literacy (Kulik); Research into and Training in Literacy (Savicevic); Literacy and Workers (Savicevic); Development of Training in Sava, Kranj (Pevc); and Self Management at Workers Universities (Oljaca). In addition to the case descriptions, this document includes information on the World Perspective case study project as well as indexes of all cases by country and by category. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED311190

WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: YUGOSLAVIA

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A Knox

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE053034

BEST COPY AVAILABLE

TABLE OF CONTENTS

Preface

Case Descriptions--by Country

Case Descriptions--by Category

Case Coordinators Who Contributed Case Descriptions

Veterinary Education in the Farming Population
Extension Service and Its Role in Training Farmers--Slovenia
Nutrition Education
Basic Adult Education
Research into and Training in Literacy
Correlation of Primary and Work Oriented Professional Education of Young People
Development of Training in Sava, Kranj
Self Management at Workers' Universities

Guidelines for Contributors

August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy

23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

For additional information contact:

Alan B. Knox, Project Director
264 Teacher Education Bldg.
University of Wisconsin
225 N. Mills Street
Madison, WI 53706, USA

CASE DESCRIPTIONS - BY COUNTRY

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Fiegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

---

*New cases received since March 1988.

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
2Q/1-10	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
2R/1-11		Professional, Other	Refresher Ed. for Company Directors	John Brady
2S/1-12		Professional, Other, Family Citizen	Social Developer's Network	Ned Iceton
2T/1-6		Professional, Other	Welcare Program	J. A. McDonell
2U/1-5		Professional, Tech.	CPE for Veterinarians	D. Bryden
2V/1-17		Professional, Tech.	Country Pediatric Program	Hank Duyverman
2W/1-27		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
2X/1-11		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
*2Y/1-2		Literacy	Adult Migrant Education	William McGrath
*2Z/1-11		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
4A/1-11	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
5A/1-10	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
5B/1-16		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
5D/1-8		Higher	Distance Ed. at U. Victoria	Margaret Haughey
5E/1-20		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10		Literacy	East End Literacy	Elaine Gaber-Katz
5G/1-45		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
5H/1-22		Other	Residential AE in Canada	Wenda Abel
5J/1-16		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
*5L/1-13		Literacy	International: Literacy and Development	James A. Draper
*7A/1-29	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
6A/1-18	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*6C/1-6	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
*6D/1-8		Higher	A University Without Campus	Lin Jun
*6E/1-9		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*6F/1-40		Overview	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
*9B/1-12		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
13A/1-17	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
13E/1-6		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10		Workers	School for Teaching ADP	Markku Suortamo
13G/1-4		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
15A/1-11	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
15B/1-11		Citizen	State Center for Political Ed.	Siegfried Schiele
15C/1-19		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
15D/1-18		Health Family Personal	Adult Ed. Center	Gabriele Werner
15E/1-14		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
15F/1-15		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
15H/1-17		Professional, Other Higher Personal	Courses by Radio	Peter Schmoock
15J/1-17		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
15K/1-11		Secondary	Evening High School	H. Taigel

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
15L/1-11	GERMANY, FED. REP.	Workers	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
*15P/1-11		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
16A/1-9	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
16B/1-33		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*17A/1-18	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
19A/1-6	HONG KONG	Literacy	Literacy Program	Grace Mak
*20A/1-19	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
*20B/1-33		Workers	Realities of Our Time	Matyas Durko
21A/1-33	INDIA	Literacy	Literacy Program	R. Jayagopal
21B/1-4		Literacy	Punjab Association	R. Jayagopal

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
21C/1-6	INDIA	Workers	National Council for Hotel Management and Catering Technology	R. Jayagopal
*21D/1-4		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22A/1-14	IRELAND	Agriculture	Certification in Farming	Michael Hassett
22B/1-10		Citizen Professional, Other	Training of Comm. Enter. Animateurs	Tom Collins
22C/1-16		Family	Family Life Education Premarriage	Liam McCarthy
22D/1-16		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22E/1-13		Health	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22F/1-10		Professional, Other	Extra-mural Studies	Mary Kett
22G/1-13		Other	Maynooth Adult Daytime Education	(MADE)
22H/1-13		Other	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22J/1-10		Higher Personal Other	Irish Language TV Program	John MacMahon
22K/1-11		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
22L/1-24	IRELAND	Professional, Other	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16		Professional, Other	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14		Professional, Other	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22Q/1-12		Workers	Diploma in Manag. & Industrial Relations	John Ryan
23A/1-14	ISRAEL	Family Citizen	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*23B/1-6		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
24A/1-11	ITALY	Citizen	Public and Library: A Plan for the Education of Adults	Paolo Federighi
24B/1-10		Citizen Other	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11		Citizen Personal Other	Center for Cont. Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11		Citizen Other	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
24E/1-10	ITALY	Other	Adult Education in Bologna	Mario Ricci
24F/1-18		Overview	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
24G/1-11		Personal	Provincial Administration of Moderna	Vanna Tori
24H/1-6		Personal	University of the Third Age-Orvieto	Lucio del Corno
*24J/1-6		Personal Citizen	Mass Media and Adult Education in Sardenia	Fabio Masala
25A/1-32	JAPAN	Citizen	Ed. and the Integration of Community Services	Kazufusa Moro'oka
*25B/1-13		Leisure	Citizen's Learning Network	Miwa Toko
*25C/1-20		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
26A/1-12	KOREA, DPR	Overview Workers	Overview	Nam Jin U
29A/1-17	NETHERLANDS	Literacy	Open School	Maatje Balde
29B/1-17		Literacy	Study House for Adults	Emmy Wilson
29C/1-18		Literacy	Dutch as a Foreign Language	Emmy Wilson
29D/1-20		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
29E/1-17	NETHERLANDS	Other	Television Academy	Anja Dircken
29F/1-20		Professional, Other	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10		Professional, Other	In-service Occupational Training	R. Zuidhoff
29H/1-16		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16		Professional, Tech.	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19		Professional, Tech.	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
29N/1-9		Professional, Tech.	Practical Neurology	I. W. Dresscher
29P/1-23		Professional, Tech.	Medical Specialists	Bea Oosting
29Q/1-8		Workers	Occupational Retraining in Office Skills	Maatje Balde
*29R/1-28		Literacy	Language School for Refugees	E. Stark
*29S/1-17		Personal	Assertivity Course	G. Nijhof

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*29T/1-18	NETHERLANDS	Personal	Pre-Retirement Education	B. van Straalen-van Waard
*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
31A/1-15	NORWAY	Professional, Other Higher	NKS School of Management (Correspondence School)	Tore Aksjoberg
*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
34A/1-19	SAUDI ARABIA	Literacy	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed, A. Al Sunbul
36A/1-8	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
36B/1-21		Higher	Distance Education at the Univ. Level	Birgitta Willen
36C/1-10		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
36D/1-13		Workers	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9		Workers	Labor Market Training in Sweden	Per Olof Thang
*36F/1-9		Citizen	Popular Education in Sweden	Lars Arvidsson
*37A/1-8	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
38A/1-25	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
*40A/1-42	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
41A/1-7	U.S.A.	Agriculture	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30		Agriculture	Coop. Ext. Service (National)	William M. Rivera
41B/1-16		Citizen	Natl. Issues Forum	Alan B. Knox
41C/1-21		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
41D/1-9	U.S.A.	Disadvantaged	YWCA Refugee Program	Linda B. Knox
41E/1-15		Higher	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
41F/1-25		Literacy	Adult Basic Education	Alan B. Knox
41G/1-13		Health	Alcoholics Anonymous	Alan B. Knox
41H/1-28		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
41J/1-11		Workers	Credit Union Staff Development	Alan B. Knox
*41K/1-11		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
*41N/1-7		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
42A/1-17	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
42B/1-9		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
45A/1-16	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
45B/1-15		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45C/1-13		Family Health	Nutrition Education	Mara Rupena Osolnik

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
45D/1-11	YUGOSLAVIA	Literacy	Basic Adult Education	Radivoje Kulic
45E/1-27		Literacy Professional, Other	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29		Workers	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19		Workers	Self Management at Worker's Universities	Milka Oljaca

CASE DESCRIPTIONS - BY CATEGORY

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
2A/1-26	Agriculture	AUSTRALIA	Farm Manage. Home Study Program	Barry O'Neill
4A/1-11	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
*7A/1-29	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
15A/1-11	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
22A/1-14	Agriculture	IRELAND	Certification in Farming	Michael Hassett
*33A/1-35	Agriculture	PORTUGAL	Management Groups As A Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
38A/1-25	Agriculture	TANZANIA	Training for Rural Development	Aida Isinika
41A/1-7	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30	Agriculture	U.S.A.	Coop. Ext. Service (National)	William M. Rivera
45A/1-16	Agriculture	YUGOSLAVIA	Vet. Ed. in the Farming Population	Branko Rebesko

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
2B/1-10	Citizen	AUSTRALIA	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2Q/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5A/1-10	Citizen	CANADA	Buchans Community Trans. Proj.	David Curran
5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
15B/1-11	Citizen	GERMANY	State Center for Political Ed.	Siegfried Schiele
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22B/1-10	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
24A/1-11	Citizen	ITALY	Public and Library: A Plan for the Education of Adults	Paolo Federighi
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
25A/1-32	Citizen	JAPAN	Ed. and the Integration of Community Services	Kazufusa Moro'oka
41B/1-16	Citizen	U.S.A.	Natl. Issues Forum	Alan B. Knox
41C/1-21	Citizen	U.S.A.	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*36F/1-9	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
*1B/1-7	Disadvantaged	ARGENTINA	Education and elders	Isabel Hernandez
2C/1-11	Disadvantaged	AUSTRALIA	School for Seniors	Olga Benham & Sue Vickers
2D/1-16	Disadvantaged	AUSTRALIA	Community Living Project	Kath Bleechmore
2F/1-9	Disadvantaged	AUSTRALIA	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15	Disadvantaged	AUSTRALIA	Women's Access Prog.	Helen Lanauze
2H/1-37	Disadvantaged	AUSTRALIA	Aboriginal Vill. Comm.	Natascha McNamara
2E/1-12	Disadvantaged	AUSTRALIA	Learning for the Less Mobile	Judith Elsworth
15E/1-14	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	S. Meyder
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
41D/1-9	Disadvantaged	U.S.A.	YWCA Refugee Program	Linda B. Knox
2J/1-12	Family	AUSTRALIA	Marriage Enrichment	David Kerr
2S/1-12	Professional Other Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
15A/1-11	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
15C/1-19	Health Family Personal Other	GERMANY	Catholic Ed. Organ.	Peter Muller
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22C/1-16	Family	IRELAND	Family Life Education Premarriage	Liam McCarthy
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
2K/1-22	Health	AUSTRALIA	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
15C/1-19	Health Family Personal Other	GERMANY	Catholic Ed. Organ.	Peter Muller
15D/1-18	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22E/1-13	Health	IRELAND	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
*30D/1-24	Health	NIGERIA	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*40A/1-42	Health	UNITED KINGDOM	Heartbeat Wales	Donald Nutbeam
41G/1-13	Health	U.S.A.	Alcoholics Anonymous	Alan B. Knox
45C/1-13	Family Health	YUGOSLAVIA	Nutrition Education	Mara Rupena Osolnik
2L/1-9	Higher	AUSTRALIA	Preparatory Studies	Michael Crock & Caroline Cottman
5D/1-8	Higher	CANADA	Distance Ed. at U. Victoria	Margaret Haughey

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
*6D/1-8	Higher	CHINA	A University Without Campus	Lin Jun
15H/1-17	Professional, Tech Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*25C/1-20	Higher	JAPAN	The Founding of a University for Senior Citizens	Takashi Fukuchi
*30B/1-43	Higher	NIGERIA	Correspondence Education	J. T. Okedara
*30C/1-31	Higher	NIGERIA	Remedial Education	J. T. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
36B/1-21	Higher	SWEDEN	Distance Education at the Univ. Level	Birgitta Willen
41E/1-15	Higher	U.S.A.	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
2N/1-9	Leisure	AUSTRALIA	CCE Community Education Program	Bettina Fiegel
2M/1-15	Leisure	AUSTRALIA	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
*25B/1-13	Leisure	JAPAN	Citizen's Learning Network	Miwa Toko
2P/1-15	Literacy	AUSTRALIA	NSW Board of Adult Ed.--Literacy	Rosie Wickert
*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
5E/1-20	Literacy	CANADA	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
19A/1-6	Literacy	HONG KONG	Literacy Program	Grace Mak
21A/1-33	Literacy	INDIA	Literacy Program	R. Jayagopal
21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
29A/1-17	Literacy	NETHERLANDS	Open School	Maatje Balde
29B/1-17	Literacy	NETHERLANDS	Study House for Adults	Emmy Wilson
29C/1-18	Literacy	NETHERLANDS	Dutch as a Foreign Language	E. R. T. Zuidhoff
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson
*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
*30A/1-50	Literacy	NIGERIA	Model Adult Literacy Classes	J. T. Okedara

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
34A/1-19	Literacy	SAUDI ARABIA	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed A. Al Sunbul
36A/1-8	Literacy	SWEDEN	Basic Education for Adults in Sweden	Per Olof Thang
41F/1-25	Literacy	U.S.A.	Adult Basic Education	Alan B. Knox
*41K/1-11	Literacy	U.S.A.	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11	Literacy	U.S.A.	Libraries and Literacy--Weirton	Debra W. Johnson
45D/1-11	Literacy	YUGOSLAVIA	Basic Adult Education	Radivoje Kulic
45E/1-27	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
2T/1-6	Professional, Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5H/1-22	Other	CANADA	Residential AE in Canada	Wenda Abel
*9B/1-12	Other	CZECHOSLOVAKIA	House of Culture and its Function in Adult Education	Pavel Hartl

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
13A/1-17	Other	FINLAND	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4	Other	FINLAND	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6	Other	FINLAND	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
316A/1-9	Professional, Other	GHANA	Training Teachers by Distance Education Methods	Joe K. Ansere
*17A/1-18	Professional, Other	GREECE	In-service Teachers Training in Greece	Michael Kassotakis
22G/1-13	Other	IRELAND	Maynooth Adult Daytime Education	(MADE)
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22F/1-10	Professional Other	IRELAND	Extra-mural Studies	Mary Kett
22H/1-13	Other	IRELAND	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
22N/1-14	Professional, Other	IRELAND	Natl. Police Officer CE & Training	P. J. Moran
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi
24E/1-10	Other	ITALY	Adult Education in Bologna	Mario Ricci
29E/1-17	Other	NETHERLANDS	Television Academy	Anja Dircken
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
*30E/1-28	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
42A/1-17	Other	U.S.S.R.	ZNANIE Society	Yuri Fishevski
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-slovenia	Robic Tone

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
45E/1-27	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic
*1A/1-8	Overview	ARGENTINA	Adult Education in Latin America	Isabel Hernandez
6A/1-18	Overview	CHINA	Chinese Adult Education-At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25	Overview	CHINA	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan
*6C/1-6	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
*6F/1-40	Overview	CHINA	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
26A/1-12	Overview Workers	KOREA, DPR	Overview	Nam Jin U
24F/1-18	Overview	ITALY	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
36C/1-10	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
2Q/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
*2Z/1-11	Personal	AUSTRALIA	Self-Help Adult Education: Univ. of the THird Age	Rick Swindell

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
15C/1-19	Health Family Personal	GERMANY	Catholic Ed. Organ.	Peter Muller
15D/1-18	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
15E/1-14	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	Susanne Meyder
15H/1-17	Professional, Tech. Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
*15P/1-11	Personal	GERMANY	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
*20A/1-19	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24G/1-11	Personal	ITALY	Provincial Administration of Moderna	Vanna Tori
24H/1-6	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
*29S/1-17	Personal	NETHERLANDS	Assertivity Course	G. Nijhof
*29T/1-18	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen-van Waard
2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
2T/1-6	Professional Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
13D/1-10	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
15H/1-17	Professional, Other Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
16A/1-9	Professional, Other	GHANA	Training Teachers by Distance Education Methods	Joe K. Ansere
22B/1-10	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14	Professional, Other	IRELAND	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
30E/1-29	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
*41N/1-7	Professional, Other	U.S.A.	Helping Stock Brokers Cope with Stress	Alan B. Knox
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45E/1-27	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
2U/1-5	Professional Tech.	AUSTRALIA	CPE for Veterinarians	D. Bryden
2V/1-17	Professional, Tech.	AUSTRALIA	Country Pediatric Program	Hank Duyverman
5J/1-16	Professional, Tech.	CANADA	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18	Professional, Tech.	CANADA	CPE Program for Family Physicians	Penny A. Jennett
15F/1-15	Professional, Tech.	GERMANY	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13	Professional, Tech.	GERMANY	In-service Training at Busch	Peter Kilgenstein
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
29K/1-19	Professional, Tech.	NETHERLANDS	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
29N/1-9	Professional, Tech.	NETHERLANDS	Practical Neurology	I. W. Dresscher
29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
*37A/1-8	Professional, Tech.	SWITZERLAND	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
41H/1-28	Professional, Tech.	U.S.A.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
15H/1-17	Professional, Other Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
29H/1-16	Professional, Tech.	NETHERLANDS	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16	Professional, Tech.	NETHERLANDS	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19	Professional, Tech.	NETHERLANDS	In-service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
29N/1-9	Professional, Tech.	NETHERLANDS	Practical Neurology	I. W. Dresscher
29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
42B/1-9	Professional, Tech.	U.S.S.R.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
15K/1-11	Secondary	GERMANY	Evening High School	H. Taigel
6C/1-10	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
2W/1-27	Workers	AUSTRALIA	Trade Union Postal Courses Scheme	Elizabeth Bluff
5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
*6E/1-9	Workers	CHINA	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
13E/1-6	Workers	FINLAND	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10	Workers	FINLAND	School for Teaching ADP	Markku Suortamo
13G/1-4	Workers	FINLAND	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5	Workers	FINLAND	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
15L/1-11	Workers	GERMANY	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15	Workers	GERMANY	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
16B/1-33	Workers	GHANA	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*20B/1-33	Workers	HUNGARY	Realities of Our Time	Matyas Durko
21C/1-6	Workers	INDIA	National Council for Hotel Management and Catering Technology	R. Jayagopal
22Q/1-12	Workers	IRELAND	Diploma in Manag. & Industrial Relations	John Ryan
26A/1-12	Overview Workers	KOREA, DPR	Overview	Nam Jin U
29Q/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
*29U/1-20	Workers	NETHERLANDS	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18	Workers	NETHERLANDS	Management and Computer Education for Re-entry Women	E. Stark
*30G/1-40	Workers	NIGERIA	Women Education in Oyo State, Nigeria	C. A. Okedara
36D/1-13	Workers	SWEDEN	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9	Workers	SWEDEN	Labor Market Training in Sweden	Per Olof Thang

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
41J/1-11	Workers	U.S.A.	Credit Union Staff Development	Alan B. Knox
45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29	Workers	YUGOSLAVIA	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19	Workers	YUGOSLAVIA	Self Management at Worker's Universities	Milka Oljaca
2X/1-11	Workers Literacy	AUSTRALIA	Workplace Basic Ed. Project	Jude Newcombe, et al.
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
15M/1-15	Workers	GERMANY	Cont. Ed. in Training Companies	Michael Eisenmann
22Q/1-12	Workers	IRELAND	Diploma in Manag. & Industrial Relations	John Ryan
26A/1-12	Overview Workers	KOREA, DPR	Overview	Nam Jin U
29Q/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
36D/1-13	Workers	SWEDEN	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9	Workers	SWEDEN	Labor Market Training in Sweden	Per Olof Thang
41J/1-11	Workers	U.S.A.	Credit Union Staff Development	Alan B. Knox
45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic

ARGENTINA	1
AUSTRALIA	2
CAMEROON	4
CANADA	5
CHINA	6
CHILE	7
CZECHOSLOVAKIA	9
FINLAND	13
GERMANY, FR	15
GHANA	16
GREECE	17
HONG KONG	19
HUNGARY	20
INDIA	21
IRELAND	22
ISRAEL	23
ITALY	24
JAPAN	25
KOREA, DPR	26
NETHERLANDS	29
NIGERIA	30
PORTUGAL	33
SAUDI ARABIA	34
ST. LUCIA	35
SWEDEN	36
SWITZERLAND	37
TANZANIA	38
UNITED KINGDOM	40
U.S.A.	41
U.S.S.R.	42
YUGOSLAVIA	45

Update as 8/89

A WORLD PERSPECTIVE
CASE COORDINATORS WHO CONTRIBUTED CASE DESCRIPTIONS

ARGENTINA

Professor Isabel Hernandez, CONICET
University of Buenos Aires
Freire 2185 (Cod. 1428)
Buenos Aires, ARGENTINA

AUSTRALIA

S. J. Rooth, Director
Dept. of Continuing Education
The University of New England
Armidale, N.S.W. 2351, AUSTRALIA

CAMEROON

Professor Jean Nyemba
Department of Rural Education
University Center
P. O. Box 222
Dschang, CAMEROON

CANADA

Professor James A. Draper
OISE
252 Bloor Street West
Toronto, Ontario
CANADA M5S 1V6

CHILE

Marcela Gajardo
FLACSO, P. O. Box 3213
Santiago, CHILE

CHINA

Dong Mingchuan, Deputy Director
3rd Dept. of High.Ed.,State Educ.Comm.
The People's Republic of China
37 Da Mu Cang, Xidan
Beijing, CHINA

CZECHOSLOVAKIA

Dr. Kamil Skoda
Faculty of Philosophy
Charles University
Celetana 20
110 00 Prague, 1, CZECHOSLOVAKIA

FINLAND

Professor Jukka Tuomisto
University of Tampere
Dept. of Adult Education
and Youth Work, P. O. Box 607
SF - 33101 Tampere 10, FINLAND

GERMANY, FEDERAL REPUBLIC

Professor Dr. G. Dohmen
Institut fur Erziehungswissenschaft
University of Tubingen Am Holzmarkt 7
7400 Tubingen 1
FEDERAL REPUBLIC OF GERMANY

Dr. Jost Reischmann
Institut fur Erziehungswissenschaft
University of Tubingen Am Holzmarkt 7
7400 Tubingen 1
FEDERAL REPUBLIC OF GERMANY

GHANA

Dr. Joe K. Ansere
c/o Institute of Adult Education
University of Ghana
P. O. Box 31
Legon, GHANA

GREECE

Professor Michael Kassotakis
University of Crete
Department of Education
Rethymnon, Crete

HONG KONG

Charles Wong
45 Bayview Road
Kentfield, CA 94904

HUNGARY

Professor B. Laszlo Harangi
Kossuth Lajos tudomanyegyetem
Debrecen 10. Pf.17
4010, HUNGARY

INDIA

Professor R. Jayagopal
Dept. of Adult & Continuing Education
Univ. of Madras, University Buildings
Chepauk, Triplicane P.O.
Madras, INDIA 600 005

IRELAND

Father Liam Carey, Director
Centre for Adult & Community Education
St. Patrick's College
Maynooth Co.
Kildare, IRELAND

ISRAEL	Professor Eitan Israeli Levi Eshkol School of Agr. P. O. Box 12 Rehovot 76-100, ISRAEL
ITALY	Professor Filippo M. DeSanctis via Thailandia, 12 00144 Roma, ITALY
JAPAN	Professor Kazufusa Moro'oka Faculty of Education Kyushu University 03 Res. Inst. of Comp. Ed. & Cult. Higashi-Ku, Fukuoka 812, JAPAN
KOREA, DEMO. PEOPLES REP.	Professor Nam Jin U Research Institute of Pedagogy Academy of Education Pyongyang, DPR of KOREA
NETHERLANDS	Professor Barry J. Hake Department of Adult Education State Univ. of Leiden, Vakgroep andrag. Rijnsburgerweg 157, Leiden NETHERLANDS
NIGERIA	Professor Joseph Okedara Chairman, Dept. of Adult Education Ibadan University Ibadan, NIGERIA
NORWAY	Professor Odd Nordhaug Norwegian School of Econ. & Bus.Admin. Institute of Organization Sciences Helleveien 30, N-5035 Bergen Sandviken, NORWAY
PORTUGAL	Eduardo Figueira Herdade da Mitra 7000 Evora, Portugal
	Artur Cristavao Universidade de Tras-os-Montes e Alto Douro - Centro de recursos de ensino e Aprendizagem Apt. 206, 5001 Vila Real Codex PORTUGAL

ST. LUCIA	Dunstan Campbell University of the West Indies c/o Ministry of Agriculture Castries, ST. LUCIA
SAUDI ARABIA	Dr. Mohammad Al-Rasheed Director General Arab Bureau for Education in the Gulf States Rhiydh, SAUDI ARABIA
SWEDEN	Dr. Robert Hoghielm Stockholm Institute of Education Department of Educational Research Box 34103, S-110 26 Stockholm SWEDEN
SWITZERLAND	Dr. Hans Amberg, Director Swiss Association for adult Education Oerlikonerstrasse 38 CH.8057, Zurich, SWITZERLAND
TANZANIA	Mrs. Aida Isinika TRDC, Ruaha P. O. Box 254 Iringa, TANZANIA
U.S.A.	Professor Alan B. Knox C.A.V.E., 264 Teacher Educ. Bldg. 225 N. Mills Street University of Wisconsin Madison, WI 53706
U.S.S.R.	Dr. Michail N. Kulis Research Institute of Adult Education USSR Academy of Pedagogical Sciences 8 Kutuzov Embarkment, Leningrad, D-11 191187, U.S.S.R.
YUGOSLAVIA	Professor Dusan Savicevic Bulevar Lenjina 143 Belgrade YUGOSLAVIA

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

   Name BRANKO REBESKO Phone number ________

   Organization FAC. OF VETERINARY SCIENCE (UNIT OF BIOTECHNICAL FACULTY)

   Street Address ________

   City or Town LJUBLJANA State or Province SLOVENIA

   Nation YUGOSLAVIA

2. Check whether this case is based on

   ( ) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   VETERINARY EDUCATION OF THE FARMING POPULATION

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). B. AGRICULTURE

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   UNIVERSITY

6. Basic characteristics of service area

   A. ________ geographic size (such as square miles or kilometers)

   B. ________ population (number of people living in area)

   C. ________ urban/rural (density of population)

   D. ________ nationwide X REPUBLIC-WIDE

7. Year(s) covered by the case description ________

45A/1

VETERINARY EDUCATION OF THE FARMING POPULATION

By: Dr. Branko Rebesko

45A/2

Contents

Page

Introduction.............................. 1

Some Educational Programmes and Their Implementation............................ 2

The Veterinary Educational System in the SR of Slovenia............................ 4

The Legal Aspect of Extension Educational Programmes in the Veterinary Service..... 5

Education of Farmers by Veterinary Workers.................................. 6

Some Conclusions......................... 8

Introduction

Adult education is very important for the farming population as farmers have to carry on production which is influenced by various negative factors of which several are beyond their control.

As farmers deal with biosubstances or living units they should become acquainted with a great number of research events or discoveries from different branches of science which might help them to get as much as possible from farming.

It is hardly necessary to point out that food is the vital energy which is needed for our existence. It is also hardly necessary to mention that the world population needs more and more food every day. These facts are generally very well known.

Due to certain reasons the methodology for the education of the farming population is, or should be, rather different from the educational concepts needed for industrial workers or for other groups of citizens.

From the earliest known period of the existence of veterinary science, the education of the farming population and the extension of veterinary practice has become and is becoming an increasingly important moral and official obligation of every member of the veterinary staff.

Veterinary staff should be greatly involved in the extension service (adult education) if they want to be efficient social and professional workers. They should perform the major part of the extension services in order to carry out all the preventive measures needed to control and eradicate infectious diseases and other diseases which are important from various points of view. They should take especial care about the diseases common to both the human and animal population. More than 100 different diseases have been recognized to be zoonoses.

Since veterinary surgeons and veterinary technicians are the most frequent and regular visitors to farms they could or actually they do carry out adult education (rural extension) the best way possible. A good veterinarian does not examine only a sick animal but the total unit. While doing this he becomes aware of the other animals, stables and other farm premises and their surroundings. Above all he becomes interested in the farmer's problems. Veterinarians are able to collect important data within a few minutes because during their study of veterinary subjects they are trained to be fast and accurate observers. Observation is an important procedure for the examination of every sick animal. Taking into consideration the above-mentioned points and other well-known facts, it is clear that veterinary workers could be good and fast collectors of information about farmers' problems, etc. They could be excellent continuous up and down communicators.

Some Educational Programmes and Their Implementation

The Veterinary Science Institute of SR Slovenia appointed me in 1947 to work in its department which had at that time 5 primary tasks:

- to educate veterinary (undergraduate and postgraduate) dressers, farriers, technicians, and implement postgraduate education of veterinarians,
- to develop and spread general veterinary practice,
- to develop obstetrics and diminish losses caused by dystokia (difficult parturition of animals),
- to develop procedures for diminishing losses caused by infertility (sterility),
- to spread artificial insemination of domestic animals (firstly cattle) as the most important zootechnical procedure for various purposes.

The education of farmers or the extension service is purposely not mentioned here among the primary tasks. This is because the extension service is quite clearly an absolutely necessary and obligatory demand if the said tasks and responsibilities are to be fulfilled. Moreover, it is of the utmost importance to obtain satisfactory results or achieve the final goals. During that period of time another education programme gave priority to the reproductive disorders and artificial insemination of cattle.

It was very soon recognized that for the success of our working programmes preliminary personal communication with farmers is vital. This was organized in such a way that a team consisting of one veterinarian specializing in reproductive disorders and two veterinary technicians arrived in the particular district the evening before the work was due to begin in order to talk with the farmers assembled at a suitable place. The team explained in detail the problems due to reproductive disorders which might be caused by various conditions. Emphasis was put on Trichonomonas foetus which was, at that time, the most serious and the most common causative agent of infertility among cattle. The explanation was centered around the measures of how to control and eradicate this venereal infection. Then only two procedures were available: organization of the so-called closed breeding circles and artificial insemination using semen from noninfected bulls.

Such talks usually lasted two to three hours, but sometimes the discussion was so enthusiastic that it lasted four to five hours. Of course during the technical explanation extreme care was taken to motivate the farmers for our common work and common benefit. Frequently they were sufficiently motivated if a young noninfected bull with high genetic properties replaced the previous infected one.

The method of artificial insemination of cattle was spread in the same way by personal communication. I would like to put forward, as an example, my work in the north-eastern district of Slovenia where I spent three weeks introducing and spreading the method of artificial insemination of cattle. During the said period, I had talks or discussions with farmers in 30 different places. The majority of the meetings could, of course, only be held in the evenings. On Sundays there were three meetings: in the morning, the afternoon, and in the evening. Also in the day we used to visit villages and farms to have more opportunity of speaking with an individual farmer or group of farmers. Within a few days timetables were issued showing the place and time for artificial insemination. This provided a further occasion for the theoretical explanation and practical demonstration of insemination.

The results of these two actions (to control reproductive disorders and to spread artificial insemination), carried out simultaneously, became within a few years most positive so that within 10 years it was very difficult or almost impossible to find a Trichonomas foetus even for demonstration or research purposes. Also during the same period, artificial insemination was spread so far that approximately 76% of cows were inseminated annually. The obtained percentage was economically reasonable at that time because other cows were at a distance away on hilly pastures and therefore difficult to reach. The spreading of artificial insemination depended also on other conditions (e.g. number of inseminators) and not only on acceptance by the farmers. The regional veterinary institutes and/or centres for artificial insemination worked in the same way to fulfil the described tasks.

It is very important to point out once again that all our work was used simultaneously to train young graduates who were obliged to attend a one-year stagger course at the Institute. The stagger programme involved becoming sufficiently experienced with the work of all the units of the Institute. Moreover, the Institute was also responsible for carrying out the practical training of other veterinary staff (dressers, technicians).

From 1963-1974 I taught veterinary surgery, obstetrics, gynecology and clinic at the College of Veterinary Medicine, University of Baghdad. Besides teaching undergraduates I gave lectures to postgraduates when refresher courses were organized. In both cases I tried to transfer my experience about adult education which I had obtained with my work at the Veterinary Scientific Institute and at the Faculty of Veterinary Science (established 1956) in Ljubljana.

Since 1975 I have worked again at the Faculty of Veterinary Science (Unit of the Biotechnical Faculty) where I am head of the institute for postgraduate studies, veterinary documentation and extension service. Since my return home I have been organizing different refresher courses and postgraduate studies for M.V.Sc.

Refresher courses for veterinary practitioners in Slovenia consist of a three-week syllabus given three weeks apart. The syllabus includes 145 academic hours (45 minutes) of lectures, discussions, practical training, excursions, etc. During the first week emphasis is put on socioeconomic concepts and problems, and on communication. The syllabus of the second and third weeks deals with the newest scientific and professional findings. Especially those directly applicable to the practice are carefully discussed and supported by the appropriate necessary training. According to the syllabus the first week of the course could be designated as a brief Rural Extension Course.

This year we have organized also a one-week course to help graduate veterinarians prepare themselves for the official examination period which they should take after a preparatory period. This is only some brief information about my direct and indirect work regarding adult education.

The Veterinary Educational System in the SR of Slovenia

The kind of veterinary education in the SR of Slovenia available at the present time, without taking into account past work which has been previously described, is the following.

The Faculty of Veterinary Science (Department of the Biotechnical Faculty) and the technical school for veterinary and livestock technicians are responsible for veterinary education in Slovenia.

The Faculty of Veterinary Science is responsible for undergraduate and postgraduate studies, research work, professional work and for the extension service. This is carried out according to the regular educational system of undergraduate studies. Postgraduate studies for the degree M.V. Sc. and for specialists are organized regarding the needs of this kind of veterinary staff. The Faculty of Veterinary Science also organizes various types of courses, seminars, etc. Research and professional work is carried out according to the continuous, long- and short-term programmes. Regarding the extension service (adult education, farmers' education) the Faculty participates directly or indirectly by preparing the veterinary staff for these duties. All these responsibilities or work of the Faculty are closely related to one another or they actually support one another. It is necessary to point out separately that such organization of Faculty work is absolutely necessary for the development and progress of veterinary science.

The technical school is responsible for the education of veterinary-livestock technicians who are needed for various types of work (artificial insemination, field and laboratory work) or if they want they can continue their studies at the Faculty of Veterinary Science. Also this technical school is responsible for adult education.

Apart from these two schools further veterinary education is executed by regional veterinary institutes and 6 regional and 3 specialist veterinary associations which take care of their members and farmers.

The Legal Aspect of Extension Educational Programmes in the Veterinary Service

First of all a modern veterinary service should deal with the following:

- extension service (adult or farmers' education), research and professional work,
- health protection of all animals (not only those important for animal production,
- primary preventive measures regarding human health (zoonoses, food hygiene and raw material of animal origin),
- protection of the environment (from causative agents of infectious diseases, removal of waste products, checking biological residues in food and raw material of animal origin which are, at the same time, indicators of environmental contamination),
- participation in development of rearing domestic and other animals important from the economical point of view
- other tasks for the protection of society in possible unexpected conditions.

To facilitate the accomplishment of these tasks and responsibilities constitutional and legal regulations have been laid down.

The Constitution of the SFR of Yugoslavia and of the six Socialist Republics and two Socialist Autonomous Regions states: "The health of the population is not to be put at risk by any person." This is one of the basic principles of the Constitution which should be strictly adhered to when considering the execution of the "Laws on the health protection of animals against infectious disease."

All legal regulations are also veterinary working instruments and present great responsibility. Moreover, the owners of animals have this primary responsibility of fulfilling these legal stipulations.

Regarding this fact, it is very important that farmers are able as soon as possible to recognize sick animals especially those which might have an infectious disease. However, most of the infectious diseases of animals in Slovenia have been eradicated or they are kept under appropriate control. The General Directorate of the veterinary services issued instructions that all owners of animals should attend courses and they should sit an examination in order to acquire adequate knowledge about the so-called "epizootic minimum." To achieve these important goals a book entitled "The Epizootic Minimum" has been published and distributed. Accompanying the courses arranged by the regional veterinary institutes are more than 50 black and white or colour slides showing the most significant symptoms of infectious disease. Since the farmers have shown great interest and appreciation they attend these courses regularly. This ensures that the programmed results will be achieved.

Here it is necessary to point out that the veterinary profession for the last 10-15 years has been trying to increasingly establish so-called "higher preventive measures." This means that veterinarians take care not only of infectious diseases but also of other diseases and health disorders. Therefore, it could be said that the veterinary services are taking more preventive measures thus changing their policy from dealing with sick animals to dealing with healthy ones and also with those which look healthy but which might already be suffering from some disorder which could possibly lead to a great decrease in production.

Education of Farmers by Veterinary Workers

Veterinary workers in the SR of Slovenia educate farmers or they perform extension services at different occasions and according to different programmes.

Occasional Education

This type of education is the most common and has been carried out daily since the start of the veterinary services. It can be an individual or group approach. The veterinary worker during his visit to the farms to examine and treat sick animals should give at least the most necessary instructions on how to treat the patients and how to prevent the incidence of disease. At such occasions frequently some neighbouring farmers are present who participate in the discussion and also talk about their problems.

A second type of occasional group education of farmers which veterinary workers organize is run according to the programmed activity for the prevention or eradication of certain infectious diseases. For example, before starting TB testing farmers are gathered together for a discussion about TB in general and espe-

45A/9

cially about the test used to recognize it. Also discussions are held in detail about the incidence of TB and about measures in operation to prevent its spreading and so facilitate complete eradication. In the past it was not an easy or simple job to remove a very good cow from a herd if it was found to be infected with TB. Since the TB eradication programme has been carried out for many years (annual TB testing and other appropriate measures) this infection, like other infectious diseases, has become rare.

Programmed Education

Every winter veterinary workers execute long- and short-term programmed education for farmers. The educational programmes are based on the needs and goals which might be common for the majority of the farmers or according to the most important problems of the region concerned.

Mass Education (mass approach)

Mass education of farmers is by print or by the broadcasting media according to the programmes or to the acute problems that might arise.

Types of media used (for education of farmers in veterinary science)

1. Face-to-Face.

a) The mass approach is performed by lectures and discussion supported by some visual aids (slides, pictures, drawings, equipment, specimens, microorganisms demonstrated under the microscope, etc.).

b) The personal approach is carried out as previously described (conversation, individual farm visits or group extension methods for which some other media can be utilized--films, slides, printed materials, demonstration, etc.).

2. Printed Materials.

a) The mass approach is performed by newspapers, books, journals, leaflets, magazines, posters, etc.

In the SFR of Yugoslavia 17 veterinary periodicals are published and there are also 4 science periodicals which include veterinary items. They are utilized to inform veterinary workers about scientific events who are then responsible for transmitting their knowledge to the farmers.

The Union of Veterinary Associations in the SR of Slovenia has, for the last 6 years, published a veterinary journal "Veterinary News." This journal helps to further the education of veterinary workers who can then transfer this knowledge to the farmers. The most important aim of the journal is to publish every kind of information which would be useful in the preventive measures and treatment for the improvement of animals' health and production. The Veterinary News is distributed to all veterinary workers and to others free of charge.

In the SR of Slovenia various farming journals are printed among which the most popular are Farmers' Voice (weekly) and Modern Farming. Apart from these publications there are regional (daily, weekly, monthly) newspapers which inform the rural population (farmers) about their particular regions.

Over the last thirty years several books on veterinary science have been published in Slovenia to meet the needs of the rural population. For example, Veterinary Pocketbook (handbook) (B. Rebesko and P. Stukelj) Ljubljana 1978 which informs civil veterinary units and farmers how and what to do in exceptional conditions. Epizootic Minimum (15 authors) Ljubljana 1979, which has been previously mentioned and discussed. Obstetrics and Reproduction of Domestic Animals (B. Rebesko) Ljubljana 1979 (5,000 copies, 200 pages with 124 illustrations).

b) The personal-correspondence approach is by letter or in emergency by telegram. This is a type of individually adjusted educational programme according to the specific needs and includes counselling.

2. Broadcasting

a) The mass approach is by radio, TV, film.

- A 30 minute radio programme on farming is broadcast between 12 and 12.30 p.m. Also between 5 and 7.30 a.m. any important information or instruction is broadcast.

- TV Ljubljana produces every Sunday at 12.00 a one-hour programme for farmers. This programme includes items on new veterinary scientific events, practical experiences and/or important instructions on how to deal with or how to manage acute problems. The main aim of this programme is to perform an extension service in general. It is repeated on Monday afternoons.

- Films are used for larger groups, e.g. this winter a film on the subject of rabies was shown to farmers and other citizens all over Slovenia.

b) Personal communication is carried out on the telephone.

Some Conclusions

The function of farmers' education (adult education, extension service) is to help rural people to make decisions through communications. It may provide information which can enable rural people to make better decisions (e.g. the time to use anti-parasitic drugs, when to bring animals for vaccination, examination, treatment, etc.). It may stimulate the adoption of innovatory methods and it may help to maintain the adopted innovations.

The stimulation of adopting innovatory methods is seen as the most important function of the extension service. This might assist farmers to climb five steps (awareness, interest, conviction, trial and adoption). Some farmers may never reach the awareness stage, some may never reach the adoption stage.

It is easy to approach farmers interested in progress. They can be reached by all media. These groups of farmers can be very useful in assisting the extension service, especially in keeping their neighbours at the adoption stage.

It should be especially pointed out that the female rural population may require special attention. When the word "farmer" or "farmers" is used in this paper women and young people are included in this category.

Since the most important objective of the Rural Extension Service is to help the people, let us use whatever means at our disposal to achieve this utmost important goal easier and faster. As soon as possible let us organize veterinary workers as extension officers because they can cover the majority of the demands of Rural Extension in general (adult education) and specific ones regarding veterinary science and livestock rearing. They can also be trained very easily for the extension service concerning other kinds of farming needs.

Finally, let us recognize the needs of our time that everybody is required to transfer his knowledge. For this purpose everybody should be trained or educated in psychological and pedagogical methodologies. This is very important in facilitating the transfer of knowledge.

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name ROBIČ TONE Phone number ____________

Organization COOPERATIVE UNION OF SLOVENIA

Street Address ____________

City or Town ____________ State or Province SLOVENIA

Nation YUGOSLAVIA

2. Check whether this case is based on

( ) an actual program

(X) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

EXTENSION SERVICE + ITS ROLE IN TRAINING FARMERS - SLOVENIA

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). B. AGRICULTURE E. PROFESSIONAL, OTHER

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

COOPERATIVE UNION

6. Basic characteristics of service area

A. ____________ geographic size (such as square miles or kilometers)

B. ____________ population (number of people living in area)

C. ____________ urban/rural (density of population)

D. ____________ nationwide X REPUBLIC-WIDE

7. Year(s) covered by the case description ____________

45B/1

THE EXTENSION SERVICE AND ITS ROLE IN THE TRAINING OF FARMERS -- EXPERIENCES FROM SLOVENIA

Author: Robič Tone, The Cooperative Union of Slovenia

45B/2

The basic objectives of the farming extension service in the private sector are defined by the programme of development and modernization in production. The job of an expert - extension officer - is usually vested in cooperative organizations, unions of farmers who cooperate with the socialized sector. The primary task and objective of the farming extension service is the following: introduction in practice of new techonologies, the introduction of contemporary forms of technological and organizational cooperation among the farmers on the one hand, and their cooperative on the other. The tasks and the basis of extension officer's activities are hence similar to the activities of the experts for technology in the socialized sector.

The agricultural services part of cooperation production must consequently perform and implement significant and extensive additional tasks in the field of professional and socio-political training of individual farmers. Similarly to other republics the farming schools in Slovenia provide the training for a small percentage of the young generation living in rural areas which is to undertake agricultural production and derive its basic income within the framework of agriculture . According to some estimates, only three to four percent of households dealing exclusively with agriculture have been adequately trained within the framework of the regular training institutions. The young from major households are those who mostly decide to attend the existing training centers for the field of agriculture. In view of the large number of small households the acreage of arable land suitable for production is relatively small; accordingly, an intensive process of restructurization of the rural areas has been characteristic in Slovenia due to relatively extensive possibilities of employment in the industries. The result has been the evolvement of households the members of which are employed in industry, yet partially derive their income from farming - a part time system. An intensive introduction of machinery characteristic of coproduction farming undertaken in the last ten years, as well as the association of farmers within special organizations based on joint investments into the purchase of machinery have resulted in increased labour productivity and distribution of labour in rural areas. The specialization of farms has lately encouraged and speeded up new employment possibilities; at the same time the opportunities have expanded for the members of the farming households for the search of new jobs in industries.

The above mentioned trends characteristic of our rural areas have required a specific approach towards the solution of problems related to professional training for farmers. In view of the fact that the political objective and social interest in intensive food production have clearly been defined, every single owner of arable land, regardless of the fact whether he exclusively deals with farming or may also be employed in industry, must be incorporated into the process of reformation. Consequently, such a solution is being looked for in which extensive information and training activities may be organized in the rural areas beside the existing classical forms of professional training provided by the regular schools. A special type of the on-the-job-training is correspondingly the aim of our transformation attempts so that the farmers may be provided with the necessary training on the farm, a production organization or even in a cooperative. The organizer of such adequate and new forms of training on the job should take into account the extension service activites organized by the cooperatives. Such a training process must provide various functional possibilities to organize the production for the market, and must be based on specific technologies

The type of students attending such training programmes obviously differs from the students attending regular schools. The differences lie in their age, more experiences, more pronounced need for further knowledge. In addition, such training programmes are often attended by women who have become the decisive factor of progress in a household. In Slovenia more than 60 percent of farms are run by women and each training programme of the kind must take this fact into consideration.

The extension services organized at any level of cooperatives have together with the regional extension centers become an active factor of a training process, and have assumed numerous responsibilities for the curricula and training programmes aimed at this type of on-the-job-training. The lecturers are thus working more closely with the farmers, the classrooms are turned into experimental and demonstration rooms, the training is organized in the fields and households in which modern technology has already been introduced. The training and pedagogical processes thus do not assume a one-way direction (lecturer - student) only; the training process can thus become orientated also towards a better cooperation between farmers and lecturers (extension workers). The lecturer (extension worker) selects the topics to be covered by the training programme and adapt them to a specific production environment; the biological and technological achievements can be combined with the experiences made by the students - farmers. The aim of such training is not only to provide students with answers to their questions, such as : why?, but also to the question: how to achieve something. The extension workers can thus convey to the farmers expertise in the fields of technology, biology, etc. Being also an organizer of the production, an extension worker can also give advise about the best and shortest ways to transform the knowledge obtained into practice. In other words, the extension worker also assumes a responsibility for a success achieved in practice - in the production. Such a training system is, therefore, a responsible and quite demanding undertaking. The expert - lecturer - must adapt himself to the rhythm of nature, vegetation, farmers' free time (evening, Saturdays, Sundays, etc.); he must also organize a system of production experiments with new sorts and fertilizers, organize data gathering for the field in question. The training is closely linked to concrete activities which stem from the farming-promotion-action-programmes. The introduction of new forms of association of farmers in production unions requires that the farmers get also acquainted with the principles of economy and legal aspects, as well as some sociological aspects of human relations that exist within a framework of cooperation. Practical experiences have indicated that good results have been obtained in our country whenever each farmer, part of such cooperative unions, could be included in the above mentioned training facilities.

In view of the above described reasons we have decided some 8 years ago to transfer such training activities from the "Peoples' Universities" to the cooperatives themselves, and have thus linked them with topical production and technical issues. The Republican Centre for extension activities has organized regular courses the programmes of which were made up of farming-related subjects, lectures on didactics, psychology, groupework methods, and sociology. Lecture time-tables have also been made for individual technological fields.

The principle has also been applied that every expert for farming must in his territory organize and implement fundamental information and lecturing activities.

The forms and methods of professional information dissemination and of training in rural areas, regardless of their professional level, could be defined in the following groups :

- current topical information in usual or special papers published by organizations of associated labour (internal information dissemination);
- written information in the form of leaflets handed out to farmers in purchase stations, schools in the village, collection units for milk, cooperative shops with the production materials, etc;
- information and animation lectures for the entire population in the rural areas;
- lectures organized for target groups;
- cooperation with members of production associations or sections for competition among farmers;
- courses and various practical exercises;
- professional excursions.

All of the above mentioned methods and training forms are linked with each other. I shall try to describe the characteristic features of individual working methods, where and when they can and may be applied.

1. Cooperatives usually publish their own magazines once a month or even in longer time intervals, or even in accordance with the seasonal works. This type of information is very successful and stimulating for the readers since they tell about achievements of the best farmers and show the application of expert advise. This information is completed by the tests and various experimentally obtained results (experiments with various sorts, the use of protection means, and the similar). Such pieces of information are extremely valuable since the reader can ask for additional explanations directly provided by other farmers living in his vicinity.

2. Expert information and instructions are permanently provided by extension services to help farmers in preparing the land, sowing, selection of sorts and chemical fertilizers, in deciding the time to undertake specific measures and activities, etc. It is a very responsible job to compose such written recommendations; consequently, whenever they exist, special teams of experts should be entrusted with this task in cooperatives. Quite often the problem are insufficient technical facilities. Information and instructions of this type indicate the significance and the prestige of extension services which might in this way act very selectively as far as the provision of information in specific fields and at specific time is concerned.

The advantage of such a training form is the fact that the farmer can keep written documents and instructions, and read them more often at a later time. This training form is often utilized by regional extension centres (farming institutions) and organizations of associated labour who have organized cooperation with private farmers (for production of Broylers, for the production of cucumbers, sugar beet-root).

3. Information lectures organized in villages for the rural population at large.

In the course of such lectures those who may be interested are informed of the achievements which should be introduced into the general practice. This is naturally the stage of information and explanation about the advantages. The farmers usually require no detailed information since they are not aware of the professional aspect of the problem (for example: in relation to the introduction of silo-storage or similar activities). Part of the lectures are also cattle-crossbreeding problems, introduction of new fodder, introduction of a new pasturing system,of new technologies related to cattle-breeding, new principles related to stable contruction, etc. The lecture usually focuses on the professional aspect of an inovation, as well as the suggestions about practical application. In the fields in which individual farmers made success in the past in relation to market-production or specialization, there are usually few such general topics, and the lectures basically cover such fields as human hygiene, veterinary services, achievements of market oriented production in a cooperative extension services, etc.

Experience has confirmed that such lectures have always been a successfull and indispensable form of activities at a time when an organization introduces its own extension service, when cooperatives manage to include a large number of private farms into market oriented production and whenever the farmers make decisions to introduce specialized production for a target market.

4. Lectures organized for target groups

A transfer towards intensive and specialized production in a farm requires very selective professional assistance with

45B/9

regard to newly introduced plans, production technology and farming techniques adopted by such a farm. The lectures are usually aimed for the farmers who have already introduced modern technology and who have mastered basic expertise and acquired their own experiences, but they may be faced with technological, organizational and economic type of problems. Such topics are professionally very demanding and can consequently not be covered within the framework of rural population at large. Such lectures or discussions must always be attended by an expert who has mastered every detail of the topic discussed. An expert of this kind must be capable to provide answers to very detailed questions. Such an undertaking is usually performed by experts from regional centres, institutes or even a faculty. Participants are usually invited to these lectures with special invitations; the discussion is, however, mostly organized for a large territory (one cooperative, one commune). For the sake of illustration let me mention that lectures about silo-storage technique are generally attended by the farmers who have already introduced it in their farms yet who require explanations about technological problems they might encounter, or whenever they must be informed of the latest developments in the field. The professional level of these lectures and discussions is usually relatively high and the participants get a chance to directly convey their own experiences. The lectures are organized by an extension worker of a cooperative and moderated by a specialist for the topic discussed. In the course of the last two years this has become a domineering form of cooperation with the farmers in Slovenia.

5. Cooperation with production unions and farmers' clubs competing with each others

This stage of the training on the job has been introduced together by members of production unions and clubs of the farmers. A team of experts is always required within the framework of such activites in view of the fact that the problems they cover are usually very complex. It is the extension service that generally organizes this type of training. The training is based on cooperation between farmers and cooperatives with the aim to pool resources, land, labour and expertise. A group of experts working in the cooperative permanently cooperates with members of production unions with regard to questions such as: preparations of annual development plans, production plans, cattlebreeding and mutual division of labour. The training covers technological questions, appliacation of optimal organizational solutions, and forms of association. In this way the experts are those who pool their labour with farmers' unions in the field of joint agricultural production. The task of an extension worker has thus become very responsible in view of the fact that he must translate his knowledge into practice related to production. Cooperation with more than 3,000 farmers' unions who have had more than 19.000 members is based upon the form of training and extension service activities described above.

The new method that I have just described requires from farmers to set up their own groups of up to 15 members who should know each other quite well. Only in this way is it possible to apply individual approach and enable the members of a group to have everyday contacts with each other. This organizational form has not been positively evaluated in Slovenia due to the fact that cooperatives and their extension services usually concentrate on a small number of farms, whereas many other farmers are not included in modernization programmes. It has so far been found out that one method of work should be applied for cooperation with a very specified group of farmers, and that other methods of work which may be more adequate should be applied in cooperation with the farmers who are oriented towards specified markets; the method of work will obviously depend also on the degree of interest on the part of the farmers in cooperation with the extension service.

6. Courses and demonstrations

This item covers many forms of competition such as: the use of tractors, preparation of the land, grass-cutting competitions, etc. These forms have proved to be very effective to extend practical skills not only of the active participants, but also of the large number of spectators. May I mention in this connection that regional competitions of tractor drivers attract thousands of participants in the rural areas. Other practical demonstrations (fruit-growing , silo storage techniques, sowing, etc.) have also proved to be very successfull and have become a traditional method of work applied by extension services.

7. Professional excursions are significant for two reasons:

- to demonstrate new achievements and the development in specialized farms, and
- to establish contacts among farmers themselves.

Such excursions play a significant role in the stage in which intensive farming production is being introduced, i.e. when we want to inform about and stimulate farmers for the production organized in other more progressive and developed parts of the country or even abroad. A specially successful initial method of work through excursions has been the one with the young generations in rural areas and for women who have in the past not been included into working programmes of extension services or cooperatives.

I have enumerated only the main and most often applied forms of professional training for farmers organized on the job, and in the village. Such activities have been extensively developed in Slovenia and usually require much time and financial resources, as well as experts.

In 1978, 898 lectures have been organized for over 23.ooo participants in addition to 113 courses for target groups, 47 demonstrations of machines, of work in the field of fruit-growing, wine-growing, etc. At that time 25o excursions with more than 12.ooo participants have also been organized. Activities oriented toward better training of women cooperating with cooperatives may be illustrated by the following data: 547 professional lectures have been organized for them, 47 courses including courses for utilization of tractors, 99 courses related to innovations of the household economy, as well as 173 excursions. More than 3o.ooo women participated in such training programmes, and half of them work in farms exclusively dealing with agriculture-production.

The cooperatives are those who provide financial resources and other facilities required for implementation of such training programmes. Effective assistance is hereby provided also by the municipal selfmanaging communities of interest for the promotion of agriculture and rural areas. The lack of experts has been an objective obstacle for numerous cooperatives ; for this reason the above described forms and methods of work related to the training of farmers have not been sufficiently successfull and qualitative.

CONCLUSIONS:

1. A basic prerequisite for a successfull introduction of the permanent system of professional training and socio-political work for the farmers is certainly a good organizational structure of the rural area in general and coordination between training programmes and the programmes of activities of the municipal SCI for the promotion of agriculture.

2. Extension services in cooperatives are those which must formulate and organize professional training programmes. Regional centres and republican pedagogical and research institutions should always participate in the implementation stage of the training programmes.

3. Professional training programmes must be based on concrete situations existing in rural areas and should reflect the production orientation. The training programme must be linked with the development programmes of farmers' cooperatives. It is in this way possible to merge professional training programmes with the production objectives themselves.

4. Since the activities of extension services can not be governed by the commercial aspects and orientation towards profit, made within a relatively short period of time, such activities of extension services should also be financed by public institutions (pooled financial resources of the SCI).

5. It is necessary to organize for the experts working in extension services special university courses in the field of group methodology, psychology, sociology of the rural population, history of the cooperative movements etc.

6. The positive influence of the press, radio and TV should not be underestimated within such training processes. The mass media are not sufficiently utilized for such purposes.

45B/14

7. In view of the above mentioned facts it is necessary to secure permanent financial resources and material facilities for the organization and work of highly qualitative extencion services in rural areas. Such extension services should be considered a significant factor of contemporary socialist transformations in the field of technology as well as relationships in rural areas. Had the extension services exclusively depended on their own income their constructive role and activities related to long-term objectives might not be able to achieve purpose for which they have been established.

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name MARA R. OSOLNIK Phone number ______

Organization ______

Street Address ______

City or Town ______ State or Province ______

Nation YUGOSLAVIA

2. Check whether this case is based on

( ) an actual program

(X) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

NUTRITION EDUCATION

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). I. FAMILY; HEALTH

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

INTERNATIONAL ORG. (FAO, WHO, UNICEF) SCHOOLS, UNIONS

6. Basic characteristics of service area

A. ______ geographic size (such as square miles or kilometers)

B. ______ population (number of people living in area)

C. ______ urban/rural (density of population)

D. X nationwide

7. Year(s) covered by the case description 1978

45C/1

MARA RUPENA OSOLNIK

NUTRITION EDUCATION

In Yugoslavia, similarly like in other developing countries, nutrition education is very much needed. Nutrition habits of the people were developing under the conditions of economic backwardness and underdevelopment, which is primarily reflected in a unilateral consumption, particularly of cereals and fats, carbohydrates with a deficit of proteins, fruits, vegetables and protecting substances.

Parallel to the general development considerable changes happened in the structure of food in Yugoslavia in the past few decades, which is obvious from statistical data, opinion-polls and studies. Organized efforts of professional services and socio-political communities greatly contributed to this fact, which particularly applies to home economics extension services, institutions and centres for promotion of home economics throughout Yugoslavia, either independently or in co-orperation with Cooperative Unions and Sections of women in agriculture of young cooperators.

One of the very successful actions was the joint project undertaken in fifty mostly affected by the Second World War districts of Yugoslavia. These actions were undertaken with the assistance of FAO, WHO and UNICEF in all countries devastated by World War II. The programme covered adult nutrition education, school canteens, water supply, home economics courses, and school-garden work. All these programmes aimed at proper nutrition. Every teacher of home economics is simultaneously an extension worker, since she is in charge of the school kitchens and organizes courses for children's parents. Most of them have either been or still take part in field work organized by institutes and centres for promotion of home economics. Some of them develop a very wide scope of activities in far off villages and settlements, others organize lectures and courses in larger towns in Serbia, as well as in the cities Belgrade and Sarajevo - HE centre and Skopje - HE centre of Macedonia. One of the most important tasks is the concern for improved nutrition of the population. More solid foundations have thus been created for food supplies and provision at schools - at the very beginning with the assistance of UNICEF. Professional services produced numerous analyses and prepared nutrition programmes. The Centre for Promotion of Home Economics in Slovenia has a special department for nutrition and food which provides the latest scientific achievements to a vast scope of consumers either through a special Consumers' Information Centre or a publishing department. Similar work is undertaken also by similar institutions in other Republics, particularly in the SR Serbia, Macedonia, Bosnia and Hercegovina, in the cities Belgrade and Zagreb, etc. Their professional services undertake various studies; for the sake of illustration, let us mention the study on the nutrition of school children made by the Institute for Health Care of Slovenia made in one of our least developed Communes (Trebnje). Mention can also be made of the organized struggle against alcoholism which entire population is interested in and which goes on throughout Yugoslavia, though not always successfully, since there are large difference between individual parts of our country with regard to the level of economic development, and that is also reflected in numerous other fields. Professional services closely examined the problem of alcoholism and its connection with nutrition, and prepared suitable lectures and posters interpreting the problem (see the enclosed material). All institutes and centres for promotion of home economics in Yugoslavia, as well as the Republican Centre for Promotion of Agriculture attached to the Cooperative Union of Slovenia, have established very good contacts with radio and TV centres and newspapers. All weekly and monthly magazines, particularly those dealing with women, devote at least one page to nutrition (or at least a column) in which experts of various profiles take part together with HE extension workers. Home economics extension workers also cooperate with other institutions quite successfully, depending on the circumstances prevailing in individual regions.

Home economics as the subject in school curricula is a constituent part of education and training programmes. It differs for instance in Serbia last 4 years in Slovenia last two years in the last two years of the compulsory elementary school. (8 classes). Home economics teachers participate in and cooperate with Local Communities, Communes or Regions doing the work of an extension worker and educating other citizens about nutrition. They also prepare lectures and discussions about food, methods of its preparation and hygiene of food. As nutrition experts they cooperate with many institutions, e.g. Workers'University, Cooperative, etc., in fact with everyone who deals with the education and training in the field of nutrition.

There exist special services in Republics, Provinces and Communes that are in charge of nutrition for children, since schools must, in accordance with the LaW on Elementary Schools, provide for high-quality food for children. Institutes for health care are in charge of regular medical examinations of school children. The medical services must participate in the programming of schools and canteens* and must control the quality of food served at schools, as well as the hygiene.

Institutes for Schools coordinate activities in the field of school nutrition, organize training programmes for head of school nutrition and cooperate with schools training future nutrition cadres. and supervise the work of school canteens (school kitchens) from the viewpoint of organization and pedagogic approach.

---

* school kitchens

452/4

Academies of Pedagogy train and educate cadres to become heads of school nutrition programmes and cooperate with experts from different fields, so that the students can get acquainted with the technology of production, processing, semi-industrial preparation, transport, storage and consumption of food.

Nutrition education of mothers, both those who are pregnant and those who nurse babies, is paid special attention to, both from the aspect of health care services, particularly dispensaries, as well as home economics extension services which closely collaborate with one another. A series of jointly undertaken successful actions could be mentioned for the reduction of child death-rates, due to, particularly, proper and correct nutrition; such actions have been undertaken throughout Yugoslavia. Let us only mention the successful activities of the regional medical centre in Požarevac , SR Srbia, which reduced the child death rate in Homoljske Mountains so successfully that it approached European average.[*] This group also covers various other centres and the activity of the Red Cross of Yugoslavia (see special report).

Group education is particularly often practised by HE extension workers in Local Communities. Modern schools that are part of Local Communities are establishing growing relations with the life environment which they are situated in. The time children spend in school is ever longer and schools turn from predominantly training institutions into education-training institutions in which children learn, work, eat, play and develop their cultural habits. The prolonged stay of children in school, as well as day-round schoools, are particularly important for working mothers, since the employment of women is very high: average Yugoslav level is 33%, in Slovenia 43,6%, in some cities even 82%. The concern for a child's development in the broadest sense of the word is thus quite understandable, whereby teachers of home economics play a very important role, both with regard to their teaching and practical work.

---

[*] Children mortality rate was in 1950 in SFRJ 14%, Sloven.8%
" 1977 " 4,2% 1,7%

Trade Unions also play a particularly significant role in the field of social nutrition programmes. The Trade Unions struggle, inter alia, for regular nutrition programmes for the working people. Factories and institutions in Yugoslavia organize food provision for their workers and employees so that a large majority of workers receive one meal during working hours. Statistics show that 95% of the working people are included in organized provision of food.

Military service through which most men have to go is also important in changing food habits of the population, since military nutritionists pay attention that all achievements of science be used in their nutrition. Many of them take an active part in the general efforts in this field through studies and research they undertake. The progressive concept of nutrition has thus also found its proper place in Yugoslav People's Army so that all generations are fed in accordance with the principles of healthy nutrition during their military service.

Correct nutrition is being interpreted and explained wherever it may be possible, e.g. in youth work brigades. Tens of thousands of young people of both sexes every year participate in the voluntary work of youth brigades. Home economics extension workers help for their food to be healthy and suitable, organize lectures and courses, thus influencing nutrition education of the young. In addition, they get practically acquainted with healthy food during lectures, courses, demonstrations and seminars concerning individual aspects of correct nutrition, which is important because of the differences in nutrition that exist between individual parts of Yugoslavia, since young people from all over Yugoslavia meet their peers at such youth brigades.

In view of the significance of nutrition for the entire social development, these questions are being paid great attention, not only among professionals and scientists; they are subject to discussions by the government and the parliament. These days problems of socially organized nutrition are on the agenda of the parliament in my Republic - Slovenia. They have been examined by the Executive Council, e.g. the government, which passed the necessary conclusions and gave them to the Parliament for discussion.

Home economics extension workers use all methods in their work that can be found anywhere else in the world, in some parts more in others less efficiently, in accordance with their professional skill and material conditions, which is confirmed by a few examples of AV aids and manuals.

As a developing country Yugoslavia looks for the most suitable ways and roads for its socio-economic development. The differences in the level of development become obvious, due to which the solutions and methods of treatment for individual questions become different in individual Republics and Provinces. The SFR Yugoslavia is ready to convey these experiences to all those who may be interested in them, particularly to the developing countries. However, an agreement of that should previously be made.

The assistance initially extended to our home economics services was extremely useful. The SFR Yugoslavia cooperates with many countries, including the developing countries, in many fields; we therefore believe, that the subject of today's discussion would be of mutual interest. We are interested in the exchange of experiences since, to our mind, it is indispensable in the world of today that changes so rapidly.

452/7

CURRICULUM

of continuation course for cooks in social nutrition institutions with the ~~aim~~ to acquire internal qualifications :

I THEORY

1. Nutrition science	20 hours
2. Economics and techniques of kitchen management	14 hours
3. Basic diets	10 hours
	44 hours

II Exercises and demonstrations

1. Exercises and demonstrations for food preparation and organization of work	46 hours
2. Basic knowledge of serving food and nutrition rationing	10 hours
	56 hours

Total

I Theory	44 hours
II Exercises and demonstrations	56 hour
	Total 100 hours

CURRICULUM

of the course for beginners for cooks in social nutrition institutions with the aim to acquire internal semi-qualifications:

I THEORY

1. Nutrition science	10 hours
2. Techniques of kitchen management	6 hours
3. Health education	4 hours
	20 hours

II PRACTICAL EXERCISES

1. Exercises in food preparation	34 hours
2. Exercises in kitchen management techniques	6 hours
	40 hours

Total

I Theory	20 hours
II Exercises	40 hours
	60 hours

PROGRAMME

OF THE SEMINAR FOR HOME ECONOMICS TEACHERS - HEADS OF SCHOOL NUTRITION IN DAY-ROUND ELEMENTARY SCHOOLS AND SCHOOLS PREPARING THE INTRODUCTION OF ALL-DAY CARE

1st day (August 30th, 1978):

9:00 - 10:00	Introductory information and analysis of inspections to the organization of school nutrition in day-round schools (Marta Hrovatin, pedagogic counsellor of the Institute for Schools of the SR Slovenia).
10:00 - 13:00	Hygiene and nutrition in school canteens and an analysis of inspection of food quality and hygiene in school canteens (Dr. Vera Karezzi, head of the service for nutrition hygiene at the Institute for Health Care of the SR Slovenia, Boža Kavčič, highly qualified nurse at the Institute for Health Care of the SR Slovenia).
13:00 - 14:30	Lunch and break.
14:30 - 17:00	Preparation of a nutrition plan in day-round elementary schools, dietary nutrition - group work (Ing. Milica Vuga, head of nutrition department, Centre for promotion of HE).
17:00 - 19:00	Preparation of food from milk and dairy produce : demonstration and tasting (Pepelka Levstek, Professor of HE - councellor of Centre for promotion of HE).

2nd day (August 31st, 1978):

8:00 - 9:30	1. Canteens in various schools (Ing. Milena Petelinšel Bačič, counsellor of Centre for promotion of HE).
9:30 - 10:00	2, Rules on the work in the organization of school nutrition, catalogue of jobs of workers in school canteens (Marta Hrovatin)
11:00 - 13:15	Milk and dairy produce in school children nutrition (Štefan Oštir, teacher at Dairy School in Kranj).
13:15 - 14:00	Final discussion: questions, information, answers, (Marta Hrovatin)

Nutrition education is organised in our country through many channels:

1. Schools
2. Institutions
3. Social Organisations

1. Schools: elementary, secondary, universities

2. Institutions: institutions for promotion of home economics in Republics, Provinces and Communes.

   Health Care Institutes - federal, republican, provincial and regional.

   Institutes for schools-on all levels (federal, republican, provinces).

   Centres for extension service - republican and regional.

   Workers' Universities.

   Dispensaries - regional.

3. Social organisations:

   Nutritionists' Associations - federal, republican and provincial.

   Cooperative Union of Yugoslavia, republics, provinces.

   Trade Unions-also all levels (federal, republican, and provinces and community)

   The Socialist Alliance of the Working People - Local Communities, Consumers' Councils and "Family and Home Economics".
   Red Cross - on all levels.
   Technical Science for People - all levels.
   Associations of agronomists and engineers of food technology-federal, republican, provinces.

45c/11

	Class			hours per year					Total
	1	2	3	4	5	6	7	8	
- Bosnia & Hercegovina							35	25	6o
- Monte Negro							-	-	-
- Croatia					2o	7o	7o	-	[illegible]
- Macedonia						3o	3o	-	6o
- Slovenia							(35)x	(35)	o-7o
- Serbia				7o	7o	7o	7o	7o	35o

x - Selection between technical education and home economic

Bibliography: Education and Training in Yugoslavia. Beograd, 1973, P. 3o,32

ORGANIZATION OF EDUCATION OF RURAL WOMEN IN SR SLOVENIA

Centers	Centers	No of com.	No. of gruop	Lessons No. parte	Cours. agr.	He	No. parte	Exurs. No.	No. part.	Heext workers m.	f.
Kranj	34	35	76	3.211	-	5	74	35	2.238	1	6
Nova Gorica	8	42	67	2.176	-	1	25	15	800	5	3
Ljubljana	74	78	187	6.016	4	13	517	35	2.313	5	12
Celje	10	34	66	2.580	2	8	263	29	1.440	4	6
Maribor	7	15	20	1.458	-	6	115	4	197	-	9
Ptuj	-	21	28	450	-	-	-	4	256	-	3
M.Sobota	12	12	25	480	3	-	54	3	120	1	-
Total	145	237	469	16.371	9	33	1.048	125	7.364	16	39

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name RADIVOJE KULIĆ Phone number ______

Organization FACULTY OF PHILOSOPHY / UNIVERSITY OF PRIŠTINA

Street Address ______

City or Town PRIŠTINA State or Province AUTONOMOUS PROVINCE OF KOSOVO

Nation YUGOSLAVIA

2. Check whether this case is based on

( ) an actual program

(X) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

______

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). A. LITERACY

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

OVERVIEW

6. Basic characteristics of service area

A. ______ geographic size (such as square miles or kilometers)

B. ______ population (number of people living in area)

C. ______ urban/rural (density of population)

D. X nationwide

7. Year(s) covered by the case description 1945-1986

45D11

Dr Radivoje Kulić,
Faculty of Philosophy,
Priština

CURRICULUM OF BASIC ADULT EDUCATION IN YUGOSLAVIA
(case study)

Basic education is the inalienable right and obligation of all the citizens of Yugoslavia. Such education has manifold importance for everyone in our society; it does not only represent the basis of further education but also allows the citizens to take part in associated work and socio-political life.

Although, since 1952 basic education is compulsory for all the citizens of Yugoslavia, it cannot be said that this demand has been fulfilled. It means that basic education has not become a "property" of every Yugoslav,yet. This can be illustrated by using results from the last census done in 1981, which show that there is 1.780.902 illiterates (9.5%), amongst the population aged 10 and above, in Yugoslavia. The percentage of illiteracy goes from 0,8% in our most developed republic - Slovenia, to 17,6% in our most undeveloped Yugoslav province of Kosovo.[1]

The fact that there is a considerable number of the illiterates among the working people makes this problem even more complex. Thus, for example, from the age of 35 to 39, 3% of population is illiterate, from the age of 40 to 44 there is 5,8% of illiterates, and from the age of 45 to 49, 9,9% of population is illiterate. It is quite certain, though, that the percentage is much higher, knowing that the statistical data gives only a "rough estimate" of a real situation in the area. An investigation in our sample from the adult group, with 1 to four year of schooling in primary schools (therefore being classified as "literates") showed that more than 50% of the testees could not be classified in the "literate" category, after being subjected to tests in reading, and only 5% could be classified in that category according to the results of the tests in writing. [2]

With regard to the fact that among the Yugoslav population from the age of 15 onwards there is a large number of those without any basic education, those with 1 - 3 years of schooling(17,3%), and also those who do not have a complete primary education (25,8%), it is certain that the percentage of illiteracy in the population is much higher than the official data says (9,5%). Another serious problem in Yugoslav society is the fact that many employees have no complete basic education. It also means that their firms did not pay enough attention to the basic educational needs of their working-men. Such attitude should be altered soon, as the strategy of Yugoslav society to enable the associated work to control education cannot be achieved if the basic education of the working-men is neglected.

However, it should not be concluded that nothing had been done in this area, especially if we remember the fact that immediately after World War II 44% of the Yugoslav population was illiterate. On the other hand, it does not mean that nothing more could have been done, considering the socio-economical, socio-political and moral-psychological importance of basic adult education in every society.

Yugoslav society started "the fight against illiteracy" a long time ago, in 1945. Literacy courses of three to five month duration (sometimes even shorter than that), in which a number of people became literate,were organized throughout the country. As the courses were rather sporadic (neither organisation nor approach was correct) the results of such work could not have a lasting effect. That is why many of the "literates" became "illiterates" again in a relatively short time.

The problem of illiteracy , immediately after the war, was being solved by a small number of schools for the basic adult education. In 1956/57,in FNRJ there were only 19.913 participants in lower and upper classes attending evening classes for general adult education (elementary and complete (8 year) basic education.[3]

There were, at the same time, every year, some 50.000 children left without primary education. When it is known, that many of those with a certificate of four year elementary schooling were partially or completely illiterate, one can get a picture of the real dimensions of illiteracy in those days.

With regard to the socio-pedagogical importance of literacy, a special group of our experts started to work on reforming the basic adult education, in 1954. In the commentary on the curriculum, systematical forms and the organization of the basic adult education, the following elements were stressed:

"The basic literacy - the most elementary ~~basic~~ general education has been achieved through courses for illiterates or evening classes for general education of the workers. Both forms of education have their positive and negative sides. . . School is the most organized form of education; it requires considerable financial and other resources, continuity in teaching and regular attendance, and the existing curricula were not adapted to meet adult needs."[4]

The authors of the curriculum, which was based on a contemporary concept of general education, have distributed the content of the basic adult education in five teaching areas:

1) The culture of speech and writing with an introduction to aesthetics
2) Mathematics
3) Natural Sciences (including the basis of geography)
4) Basic Technical education
5) Socio-economic education[5]

During the outlining of the curriculum, the principle of differentation was applied. It means that the curriculum took into account different needs and potentials of adults, besides the compulsory part (minimal) - unique for all the participants, it includes a functional part which is in accordance with the needs, interests and abilities of the participants.

Such a curriculum is an improvement in the area of basic adult education for two reasons:

1.The curriculum was made exclusively for adults (which was not the case,so far, the adults worked according to the slightly modified curriculum for children of primary school age)

2.The curriculum meets all the demands for functional adult education, relevant to both the life and the work of the participants.

3.In the later work on basic adult education, republic and provincial curricula which are not much different from the "federal" curriculum of basic adult education, have been put into practice. The last changes in the curricula were brought in 1977, when the curricula of basic adult education were accepted. The outline of the curriculum contains the contents of basic adult education distributed into five teaching areas:

1.The area of language and literary culture(mother.tongue and foreign language (optional)

2.The area of social sciences (geography, history and political and economic system in SFRJ)

3.The area of natural sciences (mathematics, human biology with hygiene or biology with hygiene)

4.The area of production-technical culture (physics, chemistry and basic technical education)

5.The area of work culture (practical teaching with hygienic-technical protection of a specific vocation.

It should be added,that in the curriculum for basic adult education in some of our republics and provinces, one comes across additional and supplementary teaching (it enables the participants to gain elementary and higher professional knowledge and skills for performing specific tasks at home and work), a class with a leader of the educational group (with a socio-moral element stressed, as well as trying to enable the workers self-study), and cultural-aesthetic education (elements of music, art, the culture of using the leisure time etc.)

These curricula of basic adult education should attract a higher number of potential participants which are interested in gaining both basic general education and professional education.

The element of the traditional basic school is being exeeded and improvements being made in making the curriculum more functional. Functional basic adult education comprises contents of general educational nature which are relevant to every day needs in the life and work of people. Youths and adults with no basic education are interested in both general educational contents and qualifications for employement. The best solution to this problem required the enrichment of the curriculum in schools for basic adult education, with the contents which expressed every day life and working needs of employed people. These demands inevitably led to professionalization of basic adult education, especially in its final stage. The essence of the "professionalization" of basic adult education lies in the transformation of all the basic educational subjects in the last educational stage (apart from mathematics and Serbo-Croat) into professional subjects. In that way, basic general and professional education make up a unity of a logic, content and organizational components. Adults can achieve first and second degree of specialization along with getting basic education.[6] The transformation of one model into "Differentiated models" has been achieved with the later expressing specific needs of respective vocations. That will, certainly give contribution in achieving better results in making the basic education more functional.

The curricula of basic adult education have been carried out in the schools for basic adult education (these can be either independent institutions or a part of other institutions such as workers'and peoples' universities, or classes in state schools (for children and youth). In some cases classes for basic adult education, which are being held in "regular" schools were located in firms, which is functionally appropriate to basic education, as it makes the process of professionalization of basic adult education easier. Under such conditions the staff from other organizations can be engaged in the teaching process, which is not only important but also necessary. This way of organizing the teaching does have its weak points as the working people often either do not have enough time or work in shifts. Therefore, other solutions that exist in some cases of basic education should be sought.

The organization of basic adult education in Yugoslavia (according to the regulations for the organizing school work) includes the following:

1. The regular attendance of classes in groups of 10-15 participants (regular classical teaching)

2. Distance teaching (home teaching - done at home for the I and II year participants) consultations,~~xxx~~ instructions and correspondance teaching.

3. Unstreamed self-education (the part-time taking of the exams, individual study using textbooks etc.)

Although the classical teaching (forms and classes) is the dominant form of the teaching in schools for basic adult education in Yugoslavia, other forms of efficient teaching of adults have also been introduced such as combination of different forms of organizing the teaching (regular and corespondence). The forms that prevented flexible and functional teaching have been questioned and omitted: school year, classes, fixed number of classes etc.) This is, among other things brought about by different levels of previous education of the participants; this fact should be taken into account when forming educational groups.

Taking into consideration, specific characteristics of educational work with adults, it is very important to create specific methodologies for the teaching of different educational areas. In former work on adult basic education in Yugoslavia, not enough attention was given to the fact that methodology of certain subjects for children of ~~a~~school age, was used in teaching the adult as well. In ~~the~~ recent times, this problem has been fully discussed, and special attention was given to publishing manuals for teachers who work with adults. But even so, it cannot be said that the teachers who work ~~in~~ with adults are well qualified enough for performing their duties properly. Their knowledge of adult education is one of the basis of the success in the basic adult education. By this we mean that there is a need for teachers with qualifications in adult teaching who will employ adequate methods, techniques and testing in teaching the participants. Even more so, as we cannot be satisfied with the results achieved in the work done so far, in educating and improving the knowledge of teachers who work with these adults. Apart from organizing courses, seminars, consultations etc. more systematic forms of educating and improving the teaching body should be introduced. A contribution to this problem is the introduction of the basis of adult education as teaching area in the curriculum at Pedagogical academies, for teachers of primary schools in some of our republics and provinces (the teachers who teach in primary schools are the ones engaged in teaching the adults in the process of basic adult education). An important contribution in educating and improving the teaching body for working on basic education of adults presents an introduction to Theory and Methodology of basic adult education as a special field of study in the curriculum of Department of adult education -Faculty of philosophy in Belgrade. All this shows that a certain positive move has been done.

The complete elimination of illiteracy and realization of the concepts of functional literacy in Yugoslavia is closely connected with the problems of a financial nature. The financing of basic adult education has not been properly done. That is why some of the institutions which are interested in basic adult education (literacy, among other things, has a role in raising the level of production) find it difficult to finance this important social activity. It is the same with some socio-political organizations and Employment Bureau (although in some republics and provinces they do take part in financing the basic adult education). The problem is, at present, solved by the involvement in financial matters of regional, republic and provincial self-managing communities of interest for education. The former finance basic adult education of unemployed and youths, the latter use additional resources for the basic education of employed people. Even so, there should be a higher level of cooperation between associations for basic education, culture, Employment Bureau and self-managing communities of interests in financing the basic adult education.

SUMMARY

The contemporary outline of the curriculum for basic adult education differs from the curriculum for children of primary-school age, in many ways, which is only understandable,taking into consideration different positions of children and adults, both in society and educational process. Such curricula were to be carried out in a relatively short time which led to questioning and leaving out classical forms of organization, which were neither functional nor flexible enough: school, shool year, fixed number of classes a week, etc. The most efficient solutions are those which allow for faster improvement of those individuals who are more successful in covering the contents of the course than the rest. At the same time, while planning an outline of curricula for basic adult education, vocations and professions have been taken into account; the necessary contents supplemented by elements closely related to the adult professional needs. This, certainly, should give contribution to achieving better results in making ~~the~~ basic adult education more functional.

NOTES

1. Federal Bureau of Statistics, Statistical Annual of Yugoslavia for 1986, XXXIII, Belgrade, 1986, p.455.
2. taken from: Ranko N. Bulatović et al, The Basic Education of Adults, Zavod za udžbenike i nastavna sredstva, Departement of Andragogy - Faculty of Philosophy in Belgrade, Belgrade, 1985, p.13.
3. Federal Bureau for the Study of School and Educational problem: The Basic Adult Education, Savremena škola, Belgrade, 1961. p.9.
4. ibid, p.10.
5. ibid, p.11.
6. The first two degrees of school qualifications (semi-qualified and qualified workers) youths can obtain after having attended regularly 8-years of primary school, in I and II form of secondary schools.

450/10

BIBLIOGRAPHY:

LITERATURA

1. Bulatović, R.,	Osnovno obrazovanje odraslih, Zavod za udžbenike i nastavna sredstva - Beograd i Katedra za andragogiju Filozofskog fakulteta u Beogradu, Beograd, 1985.
2. Kulić, R.,	Radna organizacija kao obrazovno-kulturna sredina, Zavod za udžbenike i nastavna sredstva - Beograd i Katedra za andragogiju Filozofskog fakulteta u Beogradu, Beograd, 1985.
3.	Opismenjavanje i osnovno obrazovanje odraslih, Andragoški centar Zagreb, Zagreb, 1975.
4.	Osnovno obrazovanje odraslih, Jugoslovenski zavod za proučavanje školskih i prosvetnih pitanja, Beograd, 1961.
5.	Funkcionalno osnovno obrazovanje odraslih, Andragoški centar Zagreb, Zagreb, 1977.

450/11

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name DUŠAN M. SAVIĆEVIĆ Phone number ______

Organization UNIVERSITY OF BELGRADE

Street Address FACULTY OF PHILOSOPHY

City or Town BELGRADE State or Province SERBIA

Nation YUGOSLAVIA

2. Check whether this case is based on

( ) an actual program

(X) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

RESEARCH INTO AND TRAINING IN LITERACY

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). A. LITERACY E. PROFESSIONAL, OTHER

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

UNIVERSITY

6. Basic characteristics of service area

A. ______ geographic size (such as square miles or kilometers)

B. ______ population (number of people living in area)

C. ______ urban/rural (density of population)

D. X nationwide

7. Year(s) covered by the case description historical

45E/1

Prof. Dr. Dušan M. Savićević
University of Belgrade,
Yugoslavia

1986

RESEARCH INTO AND TRAINING OF THE TEACHING STAFF IN THE FIELD OF LITERACY: YUGOSLAV EXPERIENCES

Introduction

Any consideration of the state of literacy in Yugoslav frameworks must necessarily proceed from the historical, political and cultural development of Yugoslav nations and nationalities. In the course of their history the Yugoslav nations lived under different economic, political and cultural influences. The territory of present day Yugoslavia was a crossroad of various civilizations cultures and religions; there, the cultures and civilizations of the East and the West meet, namely the Byzantine, Roman, Central European, Oriental-Islamic cultures, etc. All this left a deep mark on literacy as well. Frequent interruptions in development due to foreign occupation also implied a discontinuity in the fields of literacy, culture and education. Yugoslavia as a state community has been in existing only as of 1918. Between the two World Wars Yugoslavia was one of the most backward regions in Europe, not only economically but culturally as well. The dramatic changes in the field of literacy that have taken place in the last six decades can be seen from the following table.

45E/2

Table 1. Procentage of illiterate population according to the censuses from 1921 do 1981

Year of census	Total	Male	Female
1921[1]	50,5	40,4	60,0
1931[2]	44,6	32,3	56,4
1948[3]	25,4	15,4	34,4
1961[3]	21,0	11,0	30,2
1971[3]	15,1	7,5	22,2
1981[3]	9,5	4,1	14,7
Age group 10-14	0,9	0,7	1,2
15-19	1,2	0,8	1,7
20,29	1,7	0,9	2,5
30-39	3,1	1,2	5,1
40,49	9,2	2,8	15,6
50 and older	24,7	12,2	34,8

1 Age groups 12 and over

2 Age group 11 and over

3 Age group 10 and over

The greatest percentage of the illiterate population was in those regions of Yugoslavia in which the network of schools and the production forces were not developed. The state was particularly grave in Bosnia-Herzegovina, Macedonia, Montenegro and Kosovo. In Bosnia-Herzegovina in 1921 78.2% of the population was illiterate, in Macedonia 77.4%, in Montenegro 62.5%, and in Kosovo 95.5%. The Yugoslav experience shows that the literacy status cannot be separated from the development of the production forces in society. In the Yugoslav framework as well, the map of underdevelopment of specific regions coincides with the map of illiteracy. The Yugoslav experience demonstrates the colleration of the development of production forces and the cultural and educational levels of the population. After World War II Yugoslavia embarked on the course

45E/3

of the socialist development of society with a low material base as well as a low educational level of the population. The post war years of Yugoslav society were often dramatic and in many fields of work heroic, just as were the years of the Revolution 1941-1945. At that time utmost efforts were exerted to cover as many children by regular education, to reconstruct as many school buildings destroyed in the War, and to train as many teachers as possible; likewise, enormous efforts were exerted to renew the economy. In the field of education the most important task was to make literate the part of youth which was "lost for regular education". Mass literacy campaigns were launched by socio-political organizations. Hundreds of thousands of adults attended literacy courses. Nevertheless, these extreme efforts towards the uprooting of illiteracy undertaken in the first post war years gave only partial results. Numerous reasons exist for this. We shall enumerate only a few:

1) At that time there were not enough teachers nor material conditions in the country to cover all children by elementary education. Only in Serbia in 1946 100.000 children did not attend school. In Bosnia-Herzegovina in 1953, 20% of school age children did not attend elementary school. Therefore the number of illiterate from among the young generation grew in number.

2) Literacy campaigns were short lived. Five-month literacy courses did not provide lasting literacy neither did four year elementary education according to the Yugoslav experience.

3) There was insufficient economic interest on the part of individuals and certain business organizations for adult literacy campaigns and elementary education.

4) Due to international circumstances, Yugoslavia was compelled to invest considerable available resources in its defense in order to preserve its independence and consolidate the achievements of the socialist revolution.

It goes without saying, in addition to objective reasons subjective ones existed as well which diminished the effects of mass literacy campaigns. Inadequately planned literacy campaigns, traditional perceptions of literacy without linking it with work and adult activities, unresolved material problems of literacy drives and adult elementary education, inadequate training of teaching staff, etc. Changes took place in the mid fifties when a fundamental reform of the educational system (1954-1958) was undertaken. The reform contributed to the formulation of a new concept of adult elementary education which was much closer to life and man. A much more flexible system in respect to the forms, institutions, courses and programmes of elementary education for adults was proposed. The strategy which consists of an extensive approach to the uprooting of iliteracy and raising of the level of adult elementary education was substituted by an intensive approach wherein adult elementary education schools became the most significant institutions.

In Yugoslav society, the uprooting of iliteracy in its essential form is not the only problem to be tackled, but also the raising of the elementary education to a eight-year level as a precondition for effective vocational education, life-long education and self-management activity. The coverage of children by elementary schools in Yugoslavia is complete. However, a percentage of children, due to various reasons do not complete elementary school in time. Later on they enroll in adult elementary schools which work successfully in all city centres. In smaller towns these activities are carried out by traditional elementary schools in specific forms. In Yugoslavia as well there is an obvious contradictory phenomenon of inadequate literacy or illiteracy, namely, that there is a large number of illiterate or semi-literate persons in economically and culturally developed urban centres. The accelerated migration of the population from rural and underdeveloped regions is the main cause of this contradiction. It should be added than among the illiterate the share of women is considerably higher than the share of men.

Yugoslav society has a vital interest in raising the literacy rate, especially among the employable population, as this is a precondition for acquiring and increasing the level of vocational skill, for the horizontal and vertical flexibility of the employed, for increasing productivity and efficiency of carrying out work assignments, for creative participation in self-management, as well as a better family life and more free time. In that respect the social options are clear and progressive. In the last decade much more attention has been devoted to basic adult aducation in Yugoslavia. In all the republics and provinces action committees have been established and literacy and adult education programmes worked out. Both government agencies as well as socio-political organizations are engaged on these tasks. Positive results are particularly evident in the SR of Serbia, where the illiteracy problem is quite serious. However, the raising of the general educational level of adults, as we see it in Yugoslavia is not a temporary task. Adult education of which literacy courses and elementary education is only a part, has two essential functions: compensatory and innovative. The compensatory function is particularly manifested in elementary education. Although it compensates for the part of education that was missed in youth, at a time when children complete elementary school, it shall remain an educational problem in the future as well, but on a higher level and with changed contents. We do not have in mind only the elimination of iliteracy, but the raising of the general educational level of adults as well. Young people are acquiring better and more qualitative education, so that adults are always in a position to have to catch up with them, This tendency will prevail in the future as well. The higher general educational

45E/6

minimum of young people calls for meeting these needs in respect to adults too. The requirements of adults for heightening general education is a result of general progress, changed social, political and economic relations, the participation of adults in self-management, social activities, greater responsiblities in the family, changes in the nature and contents of work as well as in the nature and creative use of free time. In this context adult elementary education is not only a socio-educational phenomenon, but an eminently scientific problem. Research into numerous phenomena of literacy and elementary adult education is required: from the linguistic, psychological, sociological points of view.

Research into the Literacy Phenomenon in Yugoslavia

Studies of the problem of literacy began in the fifties and are linked with assessing the quality of the literacy of those who have declared at the time of the census that they are literate (Živković, S. Balaban, V, 1955). By the means of a literacy test on a representative sample for the entire country the authors found out that 28.3% of the rural population and 35.5% of the urban population which have declared at the census that they were literate were actually illiterate or semi-literate. Similar research was carried out by the associates of the Institute of Psychology of the Faculty of Philosophy in Belgrade (Rot, N., Bukvić, A., 1977). They examined adults which have complete 1 - 4 grades of elementary school and which declared at the time of 1971 census that they were literate. The authors discovered that more than 50% of the examinees could not be included in the category "literate" according to the writing ~~reading~~ test, and that only 5% of the examinees could be classified in that category according to the reading test. They established that the correlation between the reading and writing processes is inadequate. This research confirmed the discrepancy between the fact established by the census and the actual and objective establishment of the literacy status. This research has given rise to the question of the appropriate ways of determining the criterion of literacy. It confirms the fact that recurrent illiteracy is often the result of a low literacy criterion. The researchers recommended the re-examination of the traditional literacy criteria applied in the censuses. When examining the adult literacy status it is necessary to apply a series of tests: perception test, comprehension test, language use test, reading test, writing test, arithmethic test. Only on the basis of objective criteria it is possible to establish the literacy status of a certain part of the population.

In the sixties adult education became a university discipline in Yugoslavia. Universities and certain institutes outside the university began to attach increasing attention to the research into specific phenomena of adult education and within that context to the phenomena of literacy and adult education. This research can be classified into three main areas:

1) Research into the concept and organization of elementary adult education;

2) Research into the structure and participation of those enrolled in literacy courses;

3) Research into the problems of literacy teaching methods.

This division is conditional but it helps in comprehending the efforts of institutions and individuals in the study of social, spychological and adult education problems.

In the early sixties a study was prepared by the Yugoslav Institute for Education on the concept of elementary adult education, The study is devoted to the concept of functional literacy and its application in

45E/8

Yugoslav conditions. It also deals with the link between elementary and vocational adult education, the organization of contemporary elementary adult education, forms and methods of instruction, as well as with the evaluation of the results of work. For the first time the contents of elementary adult education were outlined in a new way. The approach differed from the method of teaching by subjects which is characteristic of elementary schools for children, namely new fields of education were introduced: the culture of speech and writing, as well as the development of aesthetic values, mathematics, natural sciences (including the basics of geography), general technical education, socio-economic education. This way of conceiving the contents of their programme is an attempt to avoid the traditional systematized, encyclopaedic approach, and historicism characteristic of programmes for regular elementary education. In some fields the teaching programmes are conceived as an integral whole, namely they are made up of everyday situations in which contents from a number of scientific fields are introduced. This particularly relates to the field of socio-economic education, which includes the premises of the development of society, the economic and political system of Yugoslavia, family, housekeeping and the upbringing of children. On the basis of such a concept the republics and provinces have worked out plans and programmes of adult elementary education. This approach represented a novelty and a basis for selecting the contents and organizational set up in accordance with the needs and interestof adults.

The mentioned study contains the results of empiric research carried out in three republics (Serbia, Croatia and Macedonia). It deals with the motives and views of those who are enrolled in elementary adult education courses. According to the study the predominant motive for participating in this form of education is the acquiring of a broader culture and taking advantage of the possibility it offers for continuing one's education.

Another motive is the chance offered by elementary education for advanced vocational training and gaining of higher skills. The examinees showed a preference for those curricula which are linked to vocational skills, taking into consideration social needs and the interest of individuals. The research resulted in a rank-list of the most positive characteristics of the teaching staff: a good knowledge of the subject he is teaching, an interesting way of presenting the lecture, an equal treatment of all trainees and respect of their personality, an interest in their personal problems, stimulation of the free expression of ideas and opinions, etc. The second rank-list related to the problems encountered by adults in elementary education: lack of time to study at home, lack of space at home to study and inadequate textbooks. These problems exist for all participants regardless of sex, marital status number of children in the family, etc. (Elementary adult education, 1961).

Another more comprehensive research was carried out in the Yugoslav People's Army (Literacy Research in the Yugoslav People's Army, 1963). This research resulted in the elaboration of criteria for the rapid, simple and precise selection of illiterates and semi-illiterates. A literacy test was prepared and verified on a sample of 305 examinees. The other part of the research is related to the examination of the literacy level of recruits which came in the Army in 1961 and 1962. The obtained data showed that 16.3% of those recruited in 1961 and 13.3% of those recruited in 1962 who completed four grades of elementary schools were illiterate. This research among other things showed that education up to the fourth grade of elementary school does not secure lasting literacy. This study also showed that the examinees were more proficient in writing than in reading. The researcher concluded that more attention should be devoted to proficiency in reading and to comprehension.

V. Andrilovi i V. Spitek studied the connection between the fund of general knowledge and the working characteristics of workers on various jobs (Adult Education, 3-4,1967). The main objective was to identify elements for working out general education curricula for productive work. The researchers concluded that when the basic aim is to promote the skills and knowledge of manual workers and to create a flexible working force within the framework of similar tasks (horizontal promotion) more space should be given to mathematics, economic and legal subjects and less to reading and writing. On the other hand when the main goal is the vertical promotion of manual workers (transfers to more complex type of work) then in programmes of general education the three mentioned field should have the same number of classes. In the education of qualified workers who are to take over more complex work assignments (vertical flexibility) the same number of classes should be foreseen for the three fields: 1) reading and writing, 2) mathematics, 3) economics and legal subjects.

Some research activities were devoted to the structure and participation of trainees in varions forms of elementary adult education. Accordingly, D. Gaon examined the structure of trainees, their motivation and the possibility of influencing those motives in elementary adult education schools in Bosnia and Herzegovina (Adult Education, 3-4, 1966). The results obtained on the basis of a sample of 764 examinees show that the number of women in elementary adult education schools is inadequate, taking into consideration the number of illiterate and semi-literate women in the Republic. It was established that there are more industrial workers than farmers enrolled in these schools, although the literacy level among farmers is considerably lower than that of the workers. The researcher established that the most frequent motive for completing elementary education is "to have he possibility to continue vocational education" and "to acquire new knowledge". This research also showed the interdependence of the participation of adults in social activities and level of elementary education. Those enrolled in the fist stage of elementary education (I-IV grade) participate in social activities considerable less than those enrolled in the second stage of elementary education (V-VIII grade).

The problem of participation in the various forms of elementary adult education was also studied by V.Valentinčič in the Socialist Republic of Slovenia on a sample of 10% of all those enrolled in schools for elementary adult education (Adults in Elementary schools, the Contemporary Theory and Practice of Adult Education in Yugoslavia, 1969). The results of research indicated that elementary adult education classes were composed primarily of adolescents up to the age of 18. The results of these examinations also show that a number of children do not complete elementary school in time and that later on they tend to enroll in schools for elementary adult education. The basic reasons why adolescents enroll in schools for adult education is the wish to adapt as sucessfully as possible in the environment in which they live in the hope that they shall be able at a later stage to acquire adequate qualifications for specific occupations. Examining the teachers he came to the conclusion that working with this category of students was much more difficult than working with children in elementary schools. Better results are achieved by those teachers who do not believe that adolescents are to blame for their failure in elementary school and who constantly help them to acquire self-confidence in their own capabilities.

Similar research was carried out by Ranko Bulatović in Belgrade (Adult Education, 1.1971). The attained facts indicate the structure of students according to sex, age length of service qualifications, income, place of birth and education of their parents. It was established that the largest number of students is of rural origin, that most are unqualified and live in large families. The majority of the examinees (86%) was not born in Belgrade. The migrant of the population is the main reason why a very large number of people living in Belgrade do not have complete elementary education.

The largest number of research activities is devoted to teaching problems within the framework of elementary adult education: difficulties in learning, reading problems, problems linked to the curriculum in elementary adult education, application of methods, the role of museums in adult elementary education, the function of oral examination and grading, understanding the basic sociological ideas on the level of elementary adult education, specific traits of tuition in adult education schools etc. The fact that these research acitivites include experimental work as well is encouraging. This is important not only from the viewpoint of the attained results, but also from the aspect of developing research methods in this field of education. In this way the general fund of knowledge on elementary adult education is gradually enriched.

Vlado Andrilović studied the difficulties of students in elementary adult education (Workers and Education, 5, 1962) in order to establish the rank list of subject according to difficulty. He compared the statements of examinees with an objective list of subjects according to how difficult they were for the students. The obtained facts indicate that for adults chemistry was by far the most difficult subject. It was also confirmed that there is a high degree of correspondance between subjective and objective difficulties in respect of a subject. Chemistry is the most difficult subject while family problems and housekeeping the easiest ones. In addition to chemistry, mathematics, physics and the mother tongue are also among the more difficult subjects. The main reasons for this include: lack of time for styding at home, difficult textbooks, inadequate lectures and too many details in the textbooks.

Djuka Kosak´s research work dealth with increased reading speed of adults in elementary education during a seven year period (Adult Education, 5-6, 1963). This study was carried out in three stages: at the beginning of the school year, five months later and at the end of the school year. Literary, textbook and newpapers texts were used. It was established that 23% of the adults who are resuming their education do not have a reading ability than exceeds the level of third grade of elementary school; the reading ability of 40% of the examinees was at the fourth grade level and 33.6% read fluently. Adults that are resuming their education (after having completed four grades of elementary school) are faced with difficulties in reading. According to the findings of the authors, the majority of slow readers leave school. The author concludes that in elementary adult education schools there is a distinct problem of reading out loud.

D. Savićević studied the views of those enrolled regarding the most desirous characteristic of teachers in elementary adult schools (Adult Education, 5-6, 1964). The following characteristics of teachers are respected most by the students: well prepared and clear lectures, a sense of humour, directness, a readiness to explain everything that is not clear to them, a friendly attitude understanding of the problems faced by the students. These features are correlated with the establishment of succesfull relations between teachers and adult students.

Reasearch activities in the field of elementary adult education were intensified in Yugoslavia in the seventies. The research carried out within the framework of master´s thesis and doctoral dissertations attract special attention. These dissertations were defended to the most part at the Faculty of Philosophy in Belgrade. The experimental work of V. Andrilović: The influence of repetitions on the efficiency of programmed tuition in elementary adult education is of special interest. The author undertook his experiment with parallel groups on a sample of 706 examinees. On the basis of the attained results the author came to the following conclusion: the minimum number of repetitions in programmed tuition is lower than in regular tuition and by adequately limiting the number of repetitions considerable time can be saved. The role of repetitions in programmed tuition differs from the role of repetition in regular tuition (V. Andrilović. Elementary General Education of Workers and Programmed Tuition, 1973).

In the study The Rationalization of Socio--Economic Education from the Standpoint of Applying Various Methods (1971). Gojko Babić examined, on an experimental basis the value of teaching methods in elementary adult education. The examinees in experimental groups, wherein a number of methods was applied, achieved better results in the sphere of socio-economic education than the control groups. Better results were achieved in remembering, in correct reproduction and the solving of problems. The author concluded that the application of a member of methods is more effective and more rational than the application of only one method.

Jug Jurij´s study The Function of Technical and Specialized Museum in Adult Education is devoted to adult education in its experimental part. The study was based on an experiment with parallel groups. The three groups were made up of those enrolled in elementary adult education schools, and three groups of secondary vocational school students. The examinees were divided into three main groups (A,B,C) which were further divided into two sub-groups: young and adult students. Before visiting the museum, the examinees showed similar results on a knowledge test from the field of mining. After seeing the exhibition "Mining" the examinees´knowledge on this specific topic increased by 56.6%. The research attempted to verify these results under changed teaching meathod procedures. The first group spent 40 minutes viewing the exhibition, the second group 20 minutes but was also shown a film (20 minutes), while the third group spent 20 minutes viewing the exhibition and 20 minutes listening to the lecture. Both the film and lecture contained the same amount of condensed information as the museum exhibition. When the test was repeated the second and third groups which watched the film and listened to the lecture achieved much better results, namely, their knowledge was improved. Significant differences were established between young and adult students. The young students increased their knowledge with equal success both by the film and the lecture. As regards the adults the film did not contribute to improved results in knowledge, namely, no more than the regular manner of explaining the exhibition to the visitors. However, when the touring of the exhibition was supplemented by a lecture a significant difference was registered in the volume of acquired knowledge.

In study "The Function of Examining and Grading in Elementary Adult Education, the author Silvije Pongrac applied a number of research methods and techniques. On the basis of observations, analysis of documentation on examining and grading, as well as final testing, it was established that a correlation exists between the participation in oral examination and results achieved in education. Feed-back information on the work results of adults in the process of learning is much more efficient than the publicly announced and registered assessments on the results of the student´s work.

The study Understainding Concepts of Society at the Level of Elementary Education (1979) by Radivoje Kulić deals with comparing conceptions and ideas an society of children and adults. The author studied sociological concepts on the theoretical and empirical levels. It was established on the basis of empirical research that the adults´ understanding of sociological ideas is rather poor, and the author concludes that elementary adult education schools should not be institutions which only give

45E/16

out diplomas. Adults lag considerably behind younger people in respect to konowledge. On the basis of the results attained, the author questions the efficiency of the hitherto methods of work in elementary adult education.

The most complex research into teaching problems in elementary adult education was undertaken within the framework of the Department for Adult Education of the Faculty of Philosophy in Belgrade on the subject "Specific Traits of Tuition in Elementary Adult Education Schools".Dušan Savičević was the head of the research team. The team, composed of eleven members, dealt with the complete teaching process at this level of education. Three studies have been published from within the framework of this macroproject: Elementary Adult Education (Collection of Works, 1985) containing the summarized results of the research, Social Environment and Elementary Adult Education (S. Medić, 1982) and Tuition for Adults: New Hopes and Old Practices (R. Bulatović, 1986). Some other studies are being prepared for publishing from within the framework of this macro-project devoted to elementary adult education.

The above review of research activities indicates that in this field in Yugoslavia the first research results have already been attained. To the main part they include micro-research activities into specific problems of elementary adult education. The fact that an increasing number of young researchers are interested in problems of elementary adult education is encouraging. This interest is only increasing, due to the expansion of post graduate studies in the field of adult education, as well as the working out of doctoral dissertations at Yugoslav universities.

The Education of the Teaching Staff in the Field of Literacy and Elementary Adult Education

The education of the teaching staff in the field of elementary adult education is closely linked with research in and creation of the knowledge integrated into programmes of university studies. From the sixties in Yugoslavia there has been an increased need for the professionalization of adult education. The first systematic studies in the field of adult education were organized on Yugoslav universities in the early sixties. Up to that period the education of the teaching staff for adult education, including literacy courses was carried out at institutions for adult education and their associations through conferences, courses, seminars, winter and summer schools, correspondence courses. These training courses were attended primarily by the associates of adult education centres and elementary adult education schools.

At present in Yugoslavia the following levels of training exist for the teaching staff engaged in adult education: four year studies leading to a university diploma and title professor of adult education, adult education studies (specializations and post graduate studies) and constant updating of knowledge and refresher courses. Each of these levels includes in its programmes subjects linked to literacy drives and elementary adult education. These subjects are most numerous naturally within the framework of four-year studies in the field of adult education at the Faculty of Philosophy in Belgrade At this Faculty the subject teaching methods in elementary adult education includes problems linked to literacy drives and elementary adult education-three classes per week in the course of two semesters. Students can write final, specialization and post graduate thesis and even doctoral

45E/18

dissertations from the field of elementary adult education. The experience at the Faculty of Philosophy in Belgrade demostrates that students show a considerable interest in literacy problems as well as in elementary adult education.

Adult education studies which are complementary to other professions are of special interest, such as: future teachers of elementary and secondary schools, spycologists, social workers, nurses, etc. These studies should help individuals to carry out their work assignments more successfully in respect to elementary adult education, and even in the field of elementary adult education, regardless of whether these assignments are permanent or temporary. These studies are of special significance for elementary school teachers. Therefore in some republics and provinces in Yugoslavia in teachers training schools adult education is studied in the course of two semesters during which literacy and elementary adult education problems are studied as well.

The education of the teaching staff in the field of adult education in Yugoslavia at various levels depends on the availability of teachers and other personnel in the field of adult education. The status is much more favourable today than it was two decades ago. At Yugoslav higher education institutions more than 25 teachers lecture on adult education at regular full time studies. New departments for adult education and research centres have been established which deal with problems of adult education. Accordingly, the Institute of Pedagogy and Adult Education was established at the Faculty of Philosophy of the Belgrade University in order to open new prospects to young people who are engaged in research work and to create possibilities for linking tuition and science. The students of adult education have organized in the last five years, within the movement Young Researchers adult education research activities with a view to studying specific problems of adult edacation. To date most research projects dealt with the identification of the literacy status among adults in rural areas. This research can be used for compiling data for graduate thesis and is aimed at introducing students to research work.

The specialization and updating of the knowledge of the staff working in adult education, including elementary adult education has not been an issue of interest for the universities, but rather adult education institutions and their associations. They have organized various forms of training in particular through summer schools. In the past period there were three summer schools: in Poreč, Budva and Ohrid. The most significant results were achieved by the Summer Adult Education School in Poreč. Thousands of adult education teachers were trained there from all parts of Yugoslavia. Within the framework of developed institutions for adult education, centres for the training of adult education workers are being established. Taking into consideration Yugoslavia´s experience to date, we believe that life-long training of adult education staff will be even more necessary in the future, wherein Universities will not be excluded from these activities. Those who advocate the need of permanent education must themselves be permanent students.

Conclusion

The consideration of literacy problems in Yugoslav framework should proceed from the historical, political and cultural development of Yugoslav nations and nationalities. Literacy cannot be separated from the development of production forces in society. In Yugoslavia too, the map of underdevelopment cooresponds with the map of illiteracy. A correlation exists between the development of production forces and the cultural and education level of the population.

In Yugoslav society not only does the problem of uprooting illiteracy in its elementary form exist but also the problem of elementary adult education up to the level of eight year schooling, especially of the labour active population. This is a precondition for effective vocational training, life-long education and self-management social engagement.

The research into the phenomenon of literacy has been particularly intensified in the last decade or so when departments for adult education were established at Yugoslav univerisities, as well as research centres. There theoretical and emperical research into the problems of organization, participation in literacy course and elementary adult education is undertaken.

In Yugoslavia, literacy and elementary adult education are perceived as an unseparable part of a broader field of adult education. Within that context the problem of educating an adequate teaching staff is viewed. In Yugoslavia the education of teachers for adult education is carried out at various levels: four-year university studies, studies that are supplementary to other professions, post graduate specialized studies, post graduate M.A. studies and life-long education and refresher courses. Each of these levels contains in its programmes specific contents from the field ofliteracy and elementary adult education. There is a tendency in Yugoslavia towards the increasing professionalization of adult education, and therefore of the need to educate adult education teachers at different levels. The education of the adult education teaching staff is closely connected with research. They are complementary, namely, they represent, two sides of a coin.

Supplements:

1) Curriculum of four-year studies of adult education at the Faculty of Philosophy in Belgrade
2) Curriculum of post graduate studies from the field of adult education at the Faculty of Philosophy in Belgrade

45E/22

UNIVERSITY OF BELGRADE
FACULTY OF PHILOSOPHY
DEPARTMENT OF PEDAGOGY
Study group for Andragogy

FOUR YEARS STUDY PLAN WHICH LEAD TO B.A. IN ANDRAGOGY

Courses	Semesters with Number of lessons per Week							
	I	II	III	IV	V	VI	VII	VIII
MAIN:								
1. General Pedagogy	4	4						
2. Methodology of Pedagogical-Andragogical Research					4	4		
3. General Andragogy			4	4				
4. Educational Psychology with Psychology of Adult Learning			6	6				
5. Didactics					5	5		
6. Psychology of Work		4	4					
7. Social Psychology		4	4					
8. Theory of Professional Education of Adults					4	4		
9. Theory andMethodics of Social-Educational Work					4	4		
10. Psychology of Personality					4	4		
11. Planing Cadres and Education						3	3	
12. History of Pedagogical-Andragogical Ideas	4	4						
13. Methodics of Basic Education of Adults						3	3	
14. First elective Subject						4	4	
SUBSIDIARY:								
1. General Psychology	4	4						

1. Election of Penological Andragogy conditioned election Social Pathology or Psychology of deliquecy.

2. Election of Organization educational-curtural work conditioned election of Organization of work or Sociology of culture.

3. Election of Methodics of marxist education of Adults conditioned election History and Theory marxism or Political economy and Economic System of SFRJ.

Examinations

After II semester

1. General pedagogy
2. General psychology
3. History of pedagogical-andragogical Ideas
4. Introduction in Philosophy
5. Marxism and contemporary Socaity
6. Education of General-National defense of SFRJ I

After III semester

1. Foreign Language
2. Statistics with bacis Psychometry

After IV semester

1. General Andragogy
2. Educational Psychology with Psychology of Adult Learning
3. Psychology of Work
4. Social Psychology
5. Sociology of Work
6. Education for General-National defense of SFRJ II

After V semester

1. Psychology of Aging

After VI semester

1. Didactiss
2. Comparative Andragogy
3. Theory of Professional Education of Adults
4. Methodology pedagogical-andragogical Research
5. Theory nad Methodics of Social-Educational work
6. Psychology of Personality

After VII semester

1. Planing cadres and Education

After VIII semester

1. Methodics of Basic Education of Adults
2. First elective Subject
3. Second elective subject

DIPLOMA EXAMINATION

Diploma examination consist of:
1. Diploma Work from one of main andragogical subjects
2. Writen examination
3. Oral defense of diploma work and writen work

The others obligations of Students

1. One month field work in Institutions for Adult Education
2. Seminar works
3. Colloquies.

45E/25

UNIVERSITY OF BELGRADE
FACULTY OF PHILOSOPHY
DEPARTMENT OF PEDAGOGY
Study group for Andragogy

TWO YEARS GRADUATE PLAN WHICH LEAD TO M.A. IN ANDRAGOGY

Courses	Semesters with Number of lessons per week			
	I	II	III	IV
1. General Andragogy	4	4	4	4
2. Comparative Andragogy	2	2		
3. Psychology of Adult Learning			4	4
4. Research Methodology	4	4		
5. Foreign Language (Russian or English or German or French)	2	2	2	2
Total lessons per week:	12	12	10	10

Examinations

After II semester

1. **Comparative Andragogy**
2. Research Methodology

After IV semester

1. General Andragogy
2. Psychology of Adult Learning
3. Foreign Language

The other obligations of students

1. Seminar papers
2. Master's thesis
3. Oral defend a master's thesis.

45E/26

Note:

The M.A. degree acquired in Yugoslavian universities is considered the first scientific degree.

Yugoslav universities ofer a Ph.D. degree in Andragogy. The doctoral candidate may present his dissertation in order to obtain a Ph.D. degree, provided he has previosly completed graduate studies and holds a Master`s degree. The doctorate in philosophy crowns the system of training for the field of adult education.

45E/27

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name DUŠAN SAVIĆEVIĆ Phone number ________

Organization UNIVERSITY OF BELGRADE

Street Address FACULTY OF PHILOSOPHY

City or Town BELGRADE State or Province SERBIA

Nation YUGOSLAVIA

2. Check whether this case is based on

( ) an actual program

(X) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

CORR. OF PRIMARY + WORK ORIENTED PROFESSIONAL ED. OF YOUNG PEOPLE

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). A. LITERACY C. WORKERS

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

UNIVERSITY

6. Basic characteristics of service area

A. ________ geographic size (such as square miles or kilometers)

B. ________ population (number of people living in area)

C. ________ urban/rural (density of population)

D. X nationwide

7. Year(s) covered by the case description ________

45F/1

Professor Dušan M. Savićević
University of Belgrade
Yugoslavia

CORRELATION OF PRIMARY AND WORK ORIENTED PROFESSIONAL EDUCATION OF YOUNG PEOPLE: YUGOSLAV EXPERIENCE

Introduction

The problem of functional illiteracy has been present in Yugoslav educational policy for four past decades. The heavy burden of the past has been explicitly expressed in those parts of Yugoslavia where the network of primary schools has been underdeveloped, so that not all the children could have been involved in the primary education. This is how, in the first postwar years, the illiterate and semi-literate from the young generation arrived. Yugoslav experience shows that the state of literacy cannot be separated from the development of the production forces of the society. Thus in Yugoslav framework, the maps of underdevelopment of certain regions coincide with the map of unsufficient literacy or functional illiteracy. Yugoslav experience shows the correlation between the development of production forces of the society and cultural and educational level of the population.

Realization of Universal Primary Education

The last census from 1981 shows that there is a small percentage of illiterate ones among the young generation. So in 1981, there were 0.9% illiterate among those between 10 and 14 years of age; 1.2% between 15 and 19 years of age; 1.7% between those belonging to the group of 20-29 years of age, while there were more than 24.7% illiterate among population of 50 years of age or over. The compulsory eight-year education has given positive results. In all republics and autonomous provinces, the children have been completely included in the primary education. However, not all of those enrolled in the primary school finish it on time, due to various reasons. The school gets itself rid of such students when they reach 15 years of age, and they later enroll into a school for primary adult education. In some environments, it is possible to find that 50% of students in schools for primary adult education consist of adolescents dropped out from regular primary school because they did not progress at the anticipated speed. It also should be added that they are the individuals who have lived in unfavorable family circumstrances, in poverty, in incomplete families, families with deviant behaviour etc. Most of them were not born in urban environments but in rural areas, and during the population migration they found themselves in a new social environment.

The research carried out in Yugoslavia shows that the education up to the level of four classes of primary school does not provide permanent literacy. Those who drop out from primary school before its regular finishing become functionally illiterate again unless they use the skills of reading, writing and calculating. Thus, the reversible illiteracy appears in a part of young generation. The reversible illiteracy is often the result of low literacy criterium. The research carried out in Yugoslavia also points to the need to check traditional literacy criteria being implemented during the population census. The reason to do it is the discrepancy between the results obtained in the population census and the realistic,

45F/3

objective state of literacy. Only on the basis of objective criteria it is possible to establish the state of literacy in the given population group.

Yugoslav society is vitally interested to raise the level of literacy, particularly of the work active population, because it is the precondition to acquire and increase the level of professionalism, to enable horizontal and vertical mobility in the work world, to increase productivity and efficiency in carrying out tasks that are to be performed, to take a creative part in self-management as well as to strive for quality of life in the family and meaningful use of free time. In that respect the social orientations are very clear. In all republics and provinces the action committees are formed and programmes to learn adult ones to read and write are shaped. The government bodies as well as social and political organizations are engaged in these tasks as well. But it is not a temporary job. What is at stake is not only to root out illiteracy, but to raise the general educational and professional level of a part of population failing to reach this level in the system of formal education. The general adult education at the primary level, that is connected with professional education, is based on humanistic orientation; it is directed on a man and his human way of living; it contributes to his self-respect as a personality, as a producer and as a subject managing his work, as a man determining the direction of his work and being responsible for his own and for social development.

The struggle to increase literacy level is inseparable from the goals of primary children education and from the function of primary school. The complete children inclusion in

45F/4

a primary school is the first step toward the universal primary education. But, life dialectics is much more complex. Yugoslav experience shows that universal primary education cannot be achieved without increased responsibility, above all, of the primary school as well as of other social forces in local environment. In practice, the primary schools get easily themselves rid of those who progress slower in learning, or those who present a problem in behaviour. In Yugoslavia, a unique eight-year primary school is established, being a correct concept and long-ranging orientation. However, the uniqueness of the primary education should be understood in a wider sense, because, aside from the programme uniqueness, all other factors such as social, material, personnel, geographic, etc. are not unique. The abstract uniqueness expressed in a common plan and programme is convenient for children living in favorable social and economic conditions, while children not enjoying such conditions lag behind in the process of learning and do not finish the primary school on time. Therefore a need arose for organizational and programme diversity, for different ways of acquiring basic education in regular school for children, in primary school for adults, in corresponding courses (for older classes), through inclusion of contents of primary education into programmes of professional education, etc. In the concept of life-long education, the primary school will continue to have a remedial function, a function of making up of what has been left out before.

Various Program Models

The basic problem of functional literacy, as it is seen in Yugoslavia, refers to the contents selection and differentiation. Attempts in forming programme contents were

45F/5

made as early as in 1960's so as to apply the concept of functional literacy. For the first time the contents for primary adult education are formed in a new fashion. The subject schedule, as made in primary schools for children, is abandoned so as to introduce the following areas in education: the culture of speech and writing with introduction into aesthetic education, mathematics, natural sciences (including the basics from geography), general technical education, social-and-economic education. Such procedure in contents forming tends to avoid the classical systematics, encyclopedism, historical thoroughness that are characteristic for programmes intended for general children education. In some areas attempts are made to prepare contents for the problem wholes, or for the so-called living situations integrating the contents from several scientific areas. It particularly is true in the area of social-and-economic education involving basic development of society, economic and political system of Yugoslavia, family, home economics and child upbringing. Such an approach has meant an innovation in the contents selection and in the organization, respecting the needs and interests of adult people. It has insisted to correlate the primary and professional adult education, resulting in encouraging effect on the attendants. Based on concept thus prepared, the republics and provinces have formed their plans and programmes for primary adult education.

Yugoslav experience shows possible that education at primary school level be organized in three different models:
1. Primary education for children of 7-15 years of age,
2. Primary education for adults of 15 - 18 years of age,
3. Primary education for adults over 18 years of age.

The first model results from the target and tasks of the compulsory eight-year school including all children between 7 and 15 years of age. Primary adult education (second model) is intended for those who have not acquired complete primary education in the compulsory primary school, because they dropped out from the school earlier, from various reasons. The specific features of programmes for primary adult education are reflected in their correlation with programmes for professional education, particularly in the final part, so as to qualify young people for a given job. There are wide possibilities to combine different professional contents. This model enables parallel obtaining of primary and professional education. At the same time a wider general educational basis is being kept, enabling farther education. The education laws passed in the republics and provinces enable such a combination.

The primary education for those over 18 years of age relies even more on the concept of functional literacy and it is directly tied with functions of work and work management. The contents represent the combination of general and professional education depending on the nature of work and nature of a role a man plays. Through such approach in contents forming the impression among adults about abstractedness and unusefulness of primary education is decreased, and their interest for learning increased, which is an essential precondition for success. The directions to achieve primary education according to this model can be very different. Such an approach creates circumstances for increasing number of young people to achieve at the same time both primary and first professional education, and thus to have a possibility to work and farther advance and improve.

The reform of mid-level education that has been implemented during the last decade in Yugoslavia brought us to understand that almost 30% of young generation drops out from the high school after the first or second year of studying, not acquiring necessary knowledge to be included in the work world. The first two years of common general education in the high school represent a great difficulty for a part of young people. Therefore the correction has been made in educational legislature in the republics and provinces in order to provide lower professional education, namely, the 1st and 2nd degrees of qualilfication for "simple" and "less simple" jobs in the field of manufacturing and services. The first and second degrees of professional qualifications can be obtained even without complete primary education, provided that the general education is being acquired along with the professional education. Some areas of the economy such as: agriculture, forestry, civil engineering, food industry, leather industry, machine and energy industry, mining, artisanship have great needs for workers to perform simple jobs. A great part of jobs offered by working organizations in last years referred to the jobs of less complexity. It is certainly the result of the structure, nature and contents of work in these working organizations. On the other hand, there are problems to employ young people possessing higher degrees of professional qualifications and higher levels of education, so that they are forced to accept jobs beyond their professional and qualificational level, or they simply have to change their qualifications in order to get less complex jobs from those they have prepared themselves in the formal education system. These contradictions cannot be overcome by education system itself. The changes in economic and social systems are needed.

Yugoslav experience shows that it is necessary to correlate the work oriented professional education of young people with the needs of working organizations. The education legislature in the republics and provinces enables and encourages such a correlation. The schools for primary and professional education of young and adult people, together with working organizations, prepare plans and programmes for lower professional education. Thus conceived education is correlated not only with the needs of a working organization but with the needs and possibilities of individuals as well. A flexible organization of work oriented primary and professional education exercises an encouraging effect on young people to acquire primary degrees of qualifications and to be included in the work world. Through their inclusion in the work, young people acquire new experience, establish new social connections and relations, include themselves into self-management courses and processes taking place in a working organization. The working organization appears not only as a working, but also as an educational and cultural environment. It supports young people, particularly in connection with creating facilities for learning: through adequate work shifts, shorter work hours, leave granted to prepare examinations, consultations, shorter seminars, etc. Particular facilities are granted to female workers included in educational process: baby care while they attend the school. The experience in that respect is very versatile. Without correlating educational institutions and working organizations it would be very difficult to accomplish the idea to integrate primary and professional education of young and adult people. From this concept, specific andragogical and didactical measures result, corresponding to the needs and possibililties of attendants: the teaching process is organized there where the attendants live and in time which suits them best; in numerous cases teachers move together with the workers if nature of work requires it, particularly in seasonal works; a "patronage" teacher is engaged to visit students at their homes and to work with them; the experience acquired in work is respected, etc.

Conclusion

The correlation between primary and professional education leading to first degrees of qualifications is reality that is unavoidable in Yugoslav educational practice. Inspite of all attempts to avoid dualism in the educational system one cannot deny the fact that all students, due to either social or individuial reasons, cannot progress at the same speed. The plans and programmes of primary and mid-level education, particularly their common basis, are formed for an envisaged average. One should not forget that there are students both above and below that average. The work oriented primary education tends to enable those who are slower in learning to finish it, and at the same time to become qualified for less complex jobs so as to be included in the work world. Achieving qualifications for such jobs does not in any way mean that the students will be unable to achieve farther progress and acquire higher degrees in qualifications if they have an interest and a capability to do it. Working organizations have a particular role in implementing integration of primary and professional education of young people in Yugoslav conditions. Only through joint efforts of educational institutions, working and social organizations, it is possible to successfully achieve the concept that has been exposed.

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name EMA PEVC Phone number ____

Organization ____

Street Address ____

City or Town ____ State or Province SLOVENIA

Nation YUGOSLAVIA

2. Check whether this case is based on

( ) an actual program

(X) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

DEVELOPMENT OF TRAINING IN SAVA, KRANJ

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). C. WORKERS

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

TRAINING CENTER - ENTERPRIZE

6. Basic characteristics of service area

A. ____ geographic size (such as square miles or kilometers)

B. ____ population (number of people living in area)

C. ____ urban/rural (density of population)

D. ____ nationwide

7. Year(s) covered by the case description 1946-1977

THE DEVELOPMENT OF TRAINING IN SAVA, KRANJ

A Case Study

By Prof. Ema Pevc

45G/2

CONTENTS

1) Introduction to the Working Organization

2) The Development of Training in Sava

3) Organization of the Training Center of the BOAL

4) Present Training System in Sava

5) Future Development of Training in Sava

6) Conclusion

456/3

1. INTRODUCTION TO THE WORKING ORGANIZATION: A Short Description of Its Development

The Sava Kranj factory for rubber, leather and chemical products, is one of the largest Yugoslavian producers of automobile tyres and tubes and other rubber products. 60% of production is autopneumatics, 40% is represented by: piping (tubing), pressed products, coated cylinders, v - belting, cushions, plastic materials, artificial leather and other technical rubber products.

Sava Kranj has developed from a small firm called Vulcan, founded in January 1921. It was later taken over by foreign owners and the name changed to Semperit. The firm was nationalized after National Liberation in 1946 and renamed Tovarna gumijevih izdelkov Sava Kranj (Factory for Rubber Products, Sava Kranj). The beginning was particularly difficult, since there were practically no raw materials nor professional leadership machinery had been destroyed, and that was working was obsolete. The first year was the worst and production was less than before the war. With great exertion by the workers there was some relative improvement, and production began to rise. At that time Sava produced technical materials, and simultaneously began, in the following years, to introduce and broaden the production of pneumatic tyres and autopneumatics. They gradually began to acquire a series of new technical and other products.

In 1950 Sava chose the first workers council in Slovenia (and the second in Yugoslavia) and at this, the workers took the management of the firm into their own hands. This was the beginning of the self-management in Sava. In the following years began the struggle to raise productivity and quality in Sava, and to improve the business.

The original location of the factory in the center of the town made further physical expansion impossible, so that in 1954 plans were made for removal to a different site.

By 1956 production was following the new workshop in Strazisce on the site of a prewar textile factory. The first phase of reconstruction was completed in 1958, the second in 1963. Here also trial production in a new technical hall began. Later new buildings for autopneumatics, a factory for making artificial leather, a store, and a building for energetics were built. In 1973 the firm's own computer was installed.

The means for expansion were provided by the workers in Sava themselves, mostly from the firm's own accumulated income, but partly from trading bank credit; for the carrying out a planned radial pneumatics project they were assisted by a joint venture with the Austrian firm Semperit and the International Finance Corporation. The workers decided on these investments themselves, approving a medium-term programme and annual economic planning.

Sava was among the first working organizations which began to introduce the principles of the new constitution, so that in 1974 a BOAL was organized. With the new constitution, united and associated self-management became one of the central questions for more rapid and more coordinated economic and social development.

In this way Sava was also included in the integration process, in combining with other rubber-working organizations outside the commune and republic: in 1975 Sava united with two Serbian factories and two Slovenian factories. Sava is now a COAL which consists of five work organizations:

_ DO Sava (in Kranj)
_ Do Kemicna tovarna Ljubljana (chemical factory, Ljubljana)
_ DO Totra (in Ljubljana)
_ DO Ruma (in Vojvodina)
_ DO Vulcan (in Serbia).

Sava on the Kranj location consists of eleven BOALs and ten sectors (see Diagram 1).

Sava Kranj employs 4,152 workers. The educational structure is as follows:

with tertiary education	136	or	3.28%
with college education	142	or	3.42%
with secondary education	597	or	14.38%
with vocational education	1,026	or	24.71%
semi-qualified	328	or	9.20%
in job training and unqualified	1,869	or	45.01%

In 1977 Sava Kranj put out 42,780 tons of produce, valued at 116 million dinars (US & 60 million). Productivity increased by 6.7%; in the first half of 1978, by 6.8%.

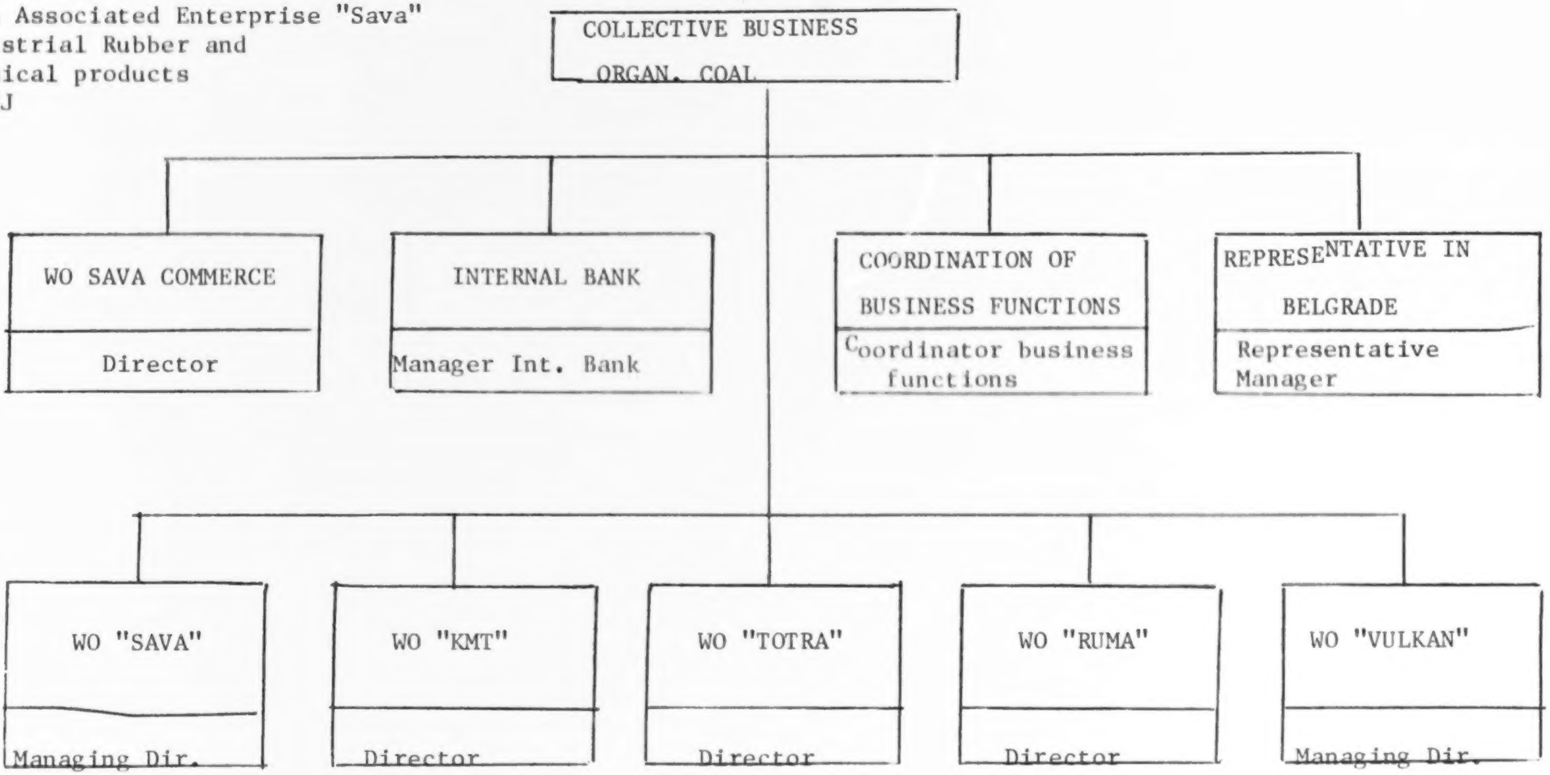
2. DEVELOPMENT OF TRAINING IN SAVA

The development of training goes back only to postwar years. In 1948 they had only one engineer and a few master craftsmen, the remainder being unqualified workers. It was urgently necessary to take steps also in the personnel section.

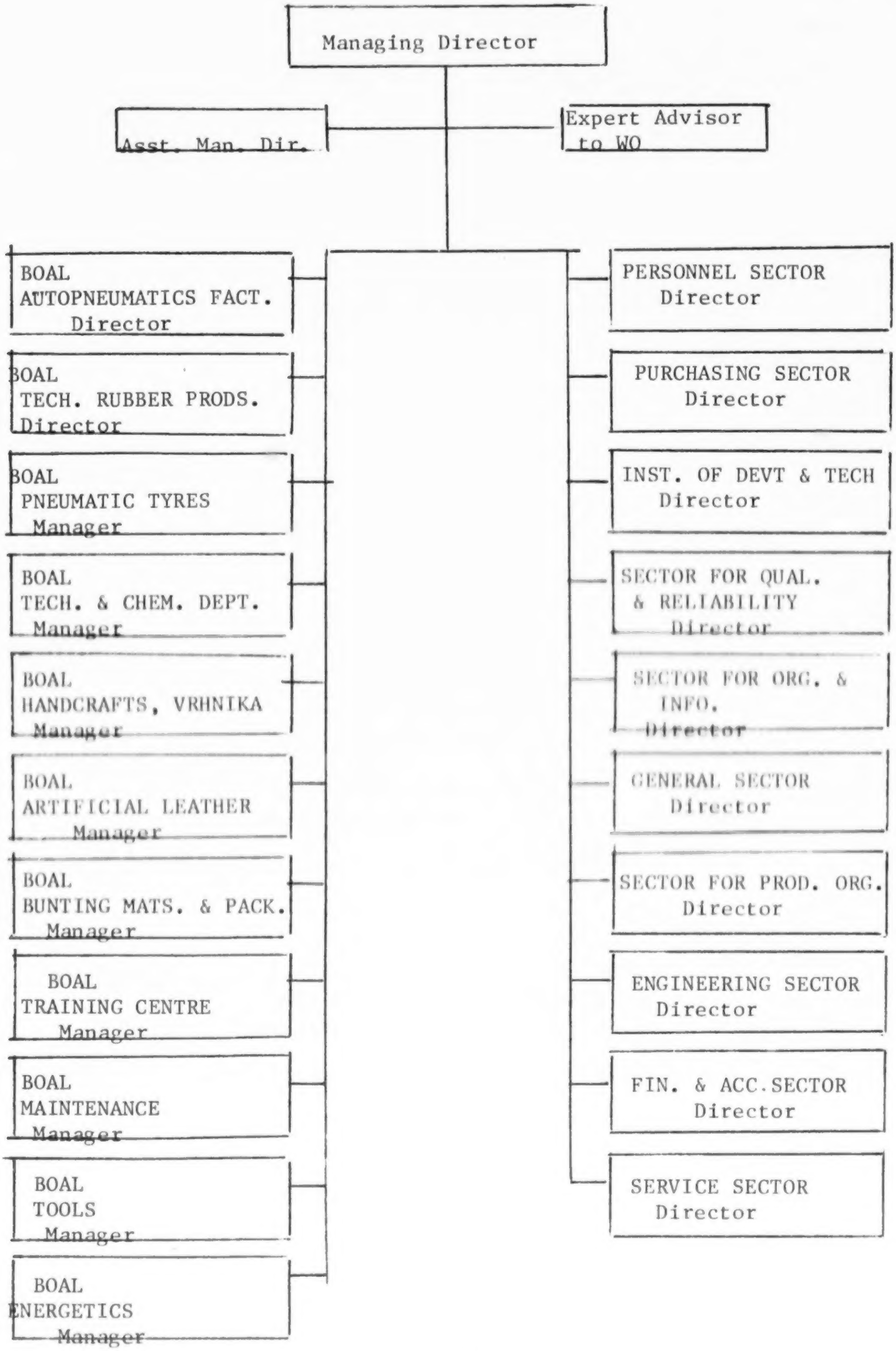
In 1948, independently and almost overnight, in a meagre shed, they began to run their own vocational rubber school. In that school they began to train the future Sava rubber workers, and later the school also trained people for other rubber firms in Yugoslavia. In the beginning the school trained only two profiles of rubber occupations, these being trade workers in production.

There was also a shortage in Sava of expert workers, particularly technicians and engineers, and it was also necessary to systematically initiate new workers into the work, to take care of the

BOAL Associated Enterprise "Sava"
Industrial Rubber and
Chemical products
KRANJ


COLLECTIVE BUSINESS
ORGAN. COAL
WO SAVA COMMERCE
Director
INTERNAL BANK
Manager Int. Bank
COORDINATION OF
BUSINESS FUNCTIONS
Coordinator business
functions
REPRESENTATIVE IN
BELGRADE
Representative
Manager
WO "SAVA"
Managing Dir.
WO "KMT"
Director
WO "TOTRA"
Director
WO "RUMA"
Director
WO "VULKAN"
Managing Dir.

45-G/6


Managing Director
Asst. Man. Dir.
Expert Advisor to WO
BOAL AUTOPNEUMATICS FACT. Director
BOAL TECH. RUBBER PRODS. Director
BOAL PNEUMATIC TYRES Manager
BOAL TECH. & CHEM. DEPT. Manager
BOAL HANDCRAFTS, VRHNIKA Manager
BOAL ARTIFICIAL LEATHER Manager
BOAL BUNTING MATS. & PACK. Manager
BOAL TRAINING CENTRE Manager
BOAL MAINTENANCE Manager
BOAL TOOLS Manager
BOAL ENERGETICS Manager
PERSONNEL SECTOR Director
PURCHASING SECTOR Director
INST. OF DEVT & TECH Director
SECTOR FOR QUAL. & RELIABILITY Director
SECTOR FOR ORG. & INFO. Director
GENERAL SECTOR Director
SECTOR FOR PROD. ORG. Director
ENGINEERING SECTOR Director
FIN. & ACC.SECTOR Director
SERVICE SECTOR Director

development of the already employed workers, to develop training in accident-prevention at work in self-management, and to attend to the qualifying and requalifying of workers, etc.

But even all the activity of the vocational rubber school did not meet the demand, and in 1960 the Sava Kranj Training Center was established, which, as well as regular students, began also to train the workers already employed, and besides the rubber tradesmen, also to train rubber technicians in the technical rubber school (which was an off-campus department of the Technical High School of Ljubljana). Later it also became the Department of Engineering Rubber School (an off-campus department of the Technical High School of Ljubljana). Later it also became the Department of Engineering Rubber School (an off-campus department of the University of Ljubljana). In view of the tradition of the workers movement and the development of self-management, Sava also began to develop education in socio-economics. A system of training came into being which was closely connected with business policy and economics and the development of self-management.

It was realized in Sava that economics, self-management, and training are closely linked. They came to the conclusion that the greatest hindrance to development is a low educational level - professional as well as social. The organization of the production process may be as modern as possible, the machines the very latest, and the system of self-management just as effective, but if the workers are not qualified and motivated to suit the level of the machines and the decisions of society, one cannot expect any very great success. For this reason the system of training was incorporated into the self-management act, and in 1974 a BOAL was created - the Sava Kranj Training Center.

3. THE ORGANIZATION OF THE BOAL TRAINING CENTER

The organization of the BOAL Training Center is defined by the following activities:

_ a school for training youths and workers in the vulcanizing profession

_ the programming and analysis of training

_ functional training

_ grants and part-time study.

The BOAL Training Center is directed and represented by the manager of the BOAL, who coordinates the activities of the Training Center with the development programme, the economic and work plans of the work organization. His tasks are defined in the statute of the Training Center.

The Training Center consists of departments (a department is an internal organizational unit of the Training Center which is functionally attached to a part of the work process.).

The departments of the Training Center are as follows:

The School Department

This department is lead by the superintendent of the school, who organizes the educational training process in the following series of rubber schools:

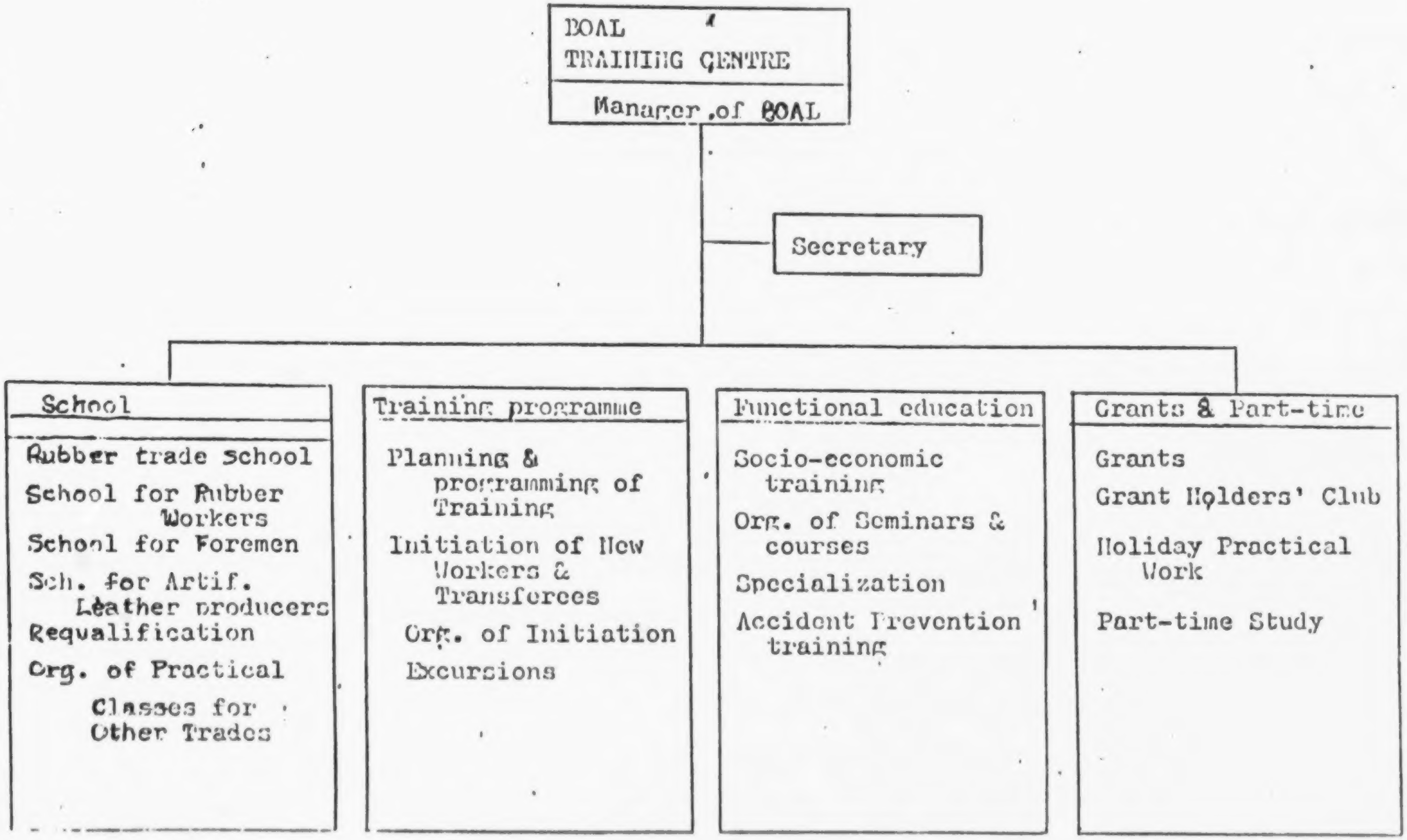
- in the rubber trade school for youths and adults. For youths this school lasts two years. Youths are qualified as tradesmen for the professional production within the vulcanizing on a wide profile (vulcanizers - producers of pneumatics, a vulcanizer producing technical vulcanized products). The school operates in accordance with the law relating to high school (classes in the school run in accordance with the study plans laid down in the law). Workers already in employment may also receive training in the school, although their programme is modified and shortened (to suit the special needs of adults); it is organized in the form of courses but provides the same level of training as that provided by regular schooling.

- a school for rubber workers to qualify students in six narrow fields (this means that students are qualified to work in production on one type of machine, e.g., as a callendrist, vulcanizer, confectioner, etc.)

  This school lasts one year and students must have completed six years of primary school. In the same way, this school also accepts employed workers, who are trained in courses covering some fields.

- diplomats of the Rubber Trade School, who have successfully completed their schooling and have three years working experience in a work organization, may be accepted in the rubber school for foremen. This school which runs for two years, trains production foremen (machine foremen, etc.).

- the School department also organizes the requalifying of those workers who are qualified in some other profession but who, for some subjective or objective reasons, are employed in a rubber occupation. Requalifying involves only the specialized theory and practical work, since participants have received their general education at an earlier school. In the same way the Department organizes practical classes at Sava for students from other fields (e.g., turners, metal-workers, electricians) who hold grants from Sava and are studying in other (not rubber) schools, since they will eventually become workers in Sava.



BOAL
TRAINING CENTRE
Manager of BOAL

Secretary

School

- Rubber trade school
- School for Rubber Workers
- School for Foremen
- Sch. for Artif. Leather producers
- Requalification
- Org. of Practical Classes for Other Trades

Training programme

- Planning & programming of Training
- Initiation of New Workers & Transferees
- Org. of Initiation
- Excursions

Functional education

- Socio-economic training
- Org. of Seminars & courses
- Specialization
- Accident Prevention training

Grants & Part-time

- Grants
- Grant Holders' Club
- Holiday Practical Work
- Part-time Study

Department for Programming Training

On the basis of the trading needs, this department plans (works out various training schemes) and programmes the training in Sava (works out programmes for individual types of training). This department also takes care of initiation of new workers, organizes preparatory instruction, and excursions. In this department, the analysis and evaluation of training is undertaken. In this connection they co-operate with the directors and experts of the BOAL, with the personnel services (with the department for personnel analysis).

Department of Functional Training

This Department organizes all forms of functional (permanent) training: socio-political training, various professional courses and seminars, specializations, and instructions in accident-prevention at work (see page 15).

Department for Grants and Part-Time study

This department initiates the policy with regard to the awarding of grants by Sava, signs contracts with grant holders, organizes various meetings with them (the Grant-holders Club), and organizes vacation practical work during the school holidays. The Department also organizes all the necessary registration for various schools outside Sava, receives their students, and assists in arranging study leave, etc.

4. THE CURRENT TRAINING SYSTEM IN SAVA

By system of training is meant the care of all employees, from production workers to specialists at doctoral level in the university.

The initiation of Workers

The initiation of workers (in the Socialist Federal Republic of Yugoslavia the term "worker" has wide connotations, including all categories of employees, from those who perform the simplest production operations to those who are responsible for the intellectual content of the professional services) includes introductory seminars, the qualifying of new workers, the qualifying of workers on transfer to other jobs, and probationary workers. The programme of introductory seminars is prepared in the Programming Department, which also organizes the introductory seminars, i.e., arranges for individual workers from the professional services of Sava to acquaint new workers with the Work Organization, the system of work and self-management, with safety measures, with the system of distribution of income and personal income, together with the rights and obligations of the worker to his work. This seminar lasts two days and is purely informative.

Formative training begins for every worker with his obtaining qualifications for his job. The programme is arranged by the training programmer in co-operation with the new worker's immediate superior. The extent and content of such qualifying training depends on the job-description, the complexity of the task, instruction in safety-first, introduction to self-management and the organization with which the worker will associate. Qualifying training is derived from the job itself. For production jobs the teaching is done by instructors (an instructor is a worker in the Training Centre) but for the more simple jobs instruction is by worker-instructors, so-called assistant instructors, who are not workers in the Training Centre, but rather older and more experienced workers for whom the Training Centre has organized a course on qualifying for production.

During the qualifying period, the manager of the BOAL, or a worker authorized by him, must make sure that the qualifying programme begins immediately and that the worker works for at least fourteen morning shifts: he must follow and assess the progress of the worker and intervene should he feel that the prescribed programme is not being fulfilled; he must participate in the evaluation committee, which at the end of each qualifying period, is obliged to assess the work of the new employee.

There is also a similar process of qualifying who are on transfer to essentially different jobs.

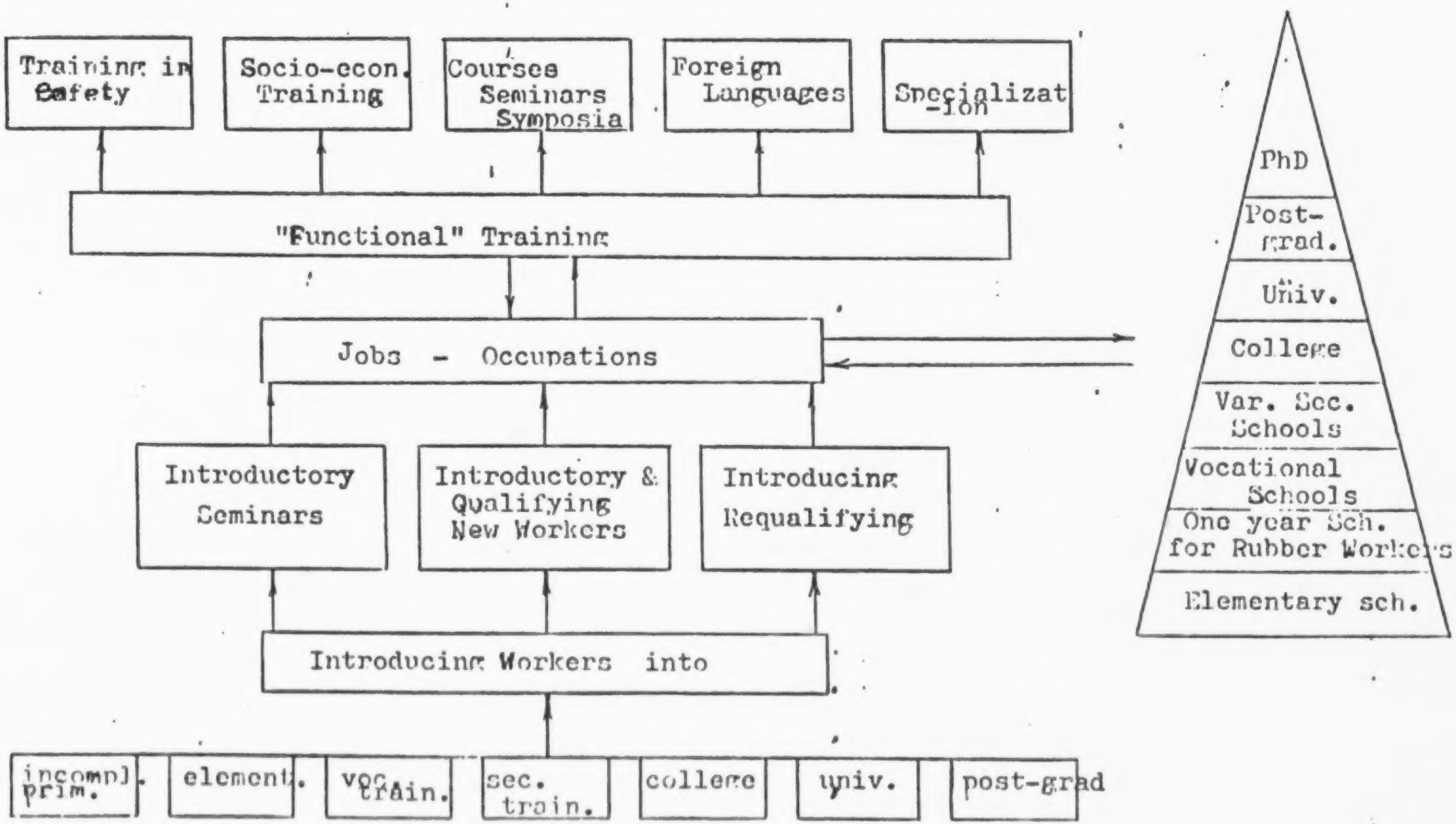
Also workers who have completed a given secondary or tertiary school (usually they are holders of grants from Sava), are obliged to undergo (by law) a qualifying process so that their theoretical knowledge, acquired at school, may be rounded out by practical experience, thus fitting the worker for independent work within his trade. This finishing process is carried out in working time, and for a student from secondary school lasts six months, for higher qualified matriculants and graduates, eight months at most.

Every probationer has a programme prepared by the Training Programmer in collaboration with his counsellor. Every probationer is assigned a counsellor who is, as a rule, the manager of the BOAL or organizational unit in which he will be placed, or an expert worker designated by the manager.

The basic probationary programme runs thus:

_ in production BOALs, where the probationer is acquainted with the production process,

_ in expert services, where the probationer is acquainted with his work and the area in which he must be knowledgeable if he is to be an independent worker,


Training in Safety
Socio-econ. Training
Courses Seminars Symposia
Foreign Languages
Specializat-ion
"Functional" Training
Jobs - Occupations
Introductory Seminars
Introductory & Qualifying New Workers
Introducing Requalifying
Introducing Workers into
incompl. prim.
element.
voc. train.
sec. train.
college
univ.
post-grad
PhD
Post-grad.
Univ.
College
Var. Sec. Schools
Vocational Schools
One year Sch. for Rubber Workers
Elementary sch.

456/13

_ on-the-job, where the probationer undertakes a task under the supervision of his counsellor.

At the end of the probationary period, the probationer must also undergo a test of his knowledge before an evaluation committee.

Expert Training On-the-Job

In the rubber trade workers have the opportunity to qualify in various rubber occupations in the Training Centre: in the School for Rubber Workers there are six different narrow profiles of the trade (this means that workers are qualified to work on certain complex machines); in the Rubber Trades School there are two wide profiles (meaning that workers are qualified in two branches of the rubber trade: for working on all machines for autopneumatics, and for work on machines for technical rubber products.

Talented and more able workers with at least three years practical experience may continue their education in the Rubber School for Foremen. The theoretical part of their instruction is organized by the Training Centre and theoretical subjects are taught by Sava experts; the practical part from production under the supervision of an instructor.

Workers may also receive specialized training outside the Work Organization, for instance at:

_ various trade schools

_ the school for foremen

_ technical schools for various trades

_ 1st stage of a degree

_ a degree

_ master's degree

_ preparation for a doctoral degree

Schooling is made possible by the particular self-management organ for workers who are on transfer to positions for which they lack suitable qualifications and who have the opportunity of acquiring them. In the same way, schooling is available to workers seeking promotion, who are effective in their jobs, and whose chosen field and level of schooling is in keeping with the needs and personnel policy of the Work Organization. As a rule schooling takes place outside working hours and the student-worker is therefore regularly employed, receives his usual salary, and studies in his spare time.

This is particularly difficult for wives - especially mothers. Nevertheless, among worker-students, one-third are women (which is proportional to the number of women employed in Sava - one-third). It is not unusual for part-time female students to become technicians, engineers, and foremen. Among those holding grants from Sava, - that is among our future experts in Sava - fifty percent are at present women.

Rights and obligations during part-time study are laid down in a special contract. Contracts are made at the special request of a worker, on the decision of the self-management organ in which he works, and on the proposal of the Training Center in agreement with the BOAL.

The self-management organ also decides on the type of training for a chosen candidate. The determining conditions are that the candidate has completed his previous schooling with at lease average results, that he pass a psychological test (in the personnel department there is a special group, lead by an industrial psychologist, which is mainly concerned with the professional orientation of the workers), that the candidates chosen course of study is in accordance with the personnel needs of the Work Organization and that the BOAL in which he works agrees with the study plan. If all these conditions are met then, on the basis of the agreement of the self-management organ, a contract for training may be made.

For every student who makes a contract to study, the Work Organization

_ pays schooling expenses, including:
  registration and tuition fees
  examination and final examination fees
  possible laboratory fees
  cost of transport from the place of employment to the school, if the school is away from the place of employment

_ makes it possible for the worker to take advantage of study leave (16 working days with an additional 6 days for final high school examinations. 20 days for final examinations for diplomas and degrees, and 30 days for doctoral degrees).

Since a student's schooling is closely linked with his promotion, so his abilities to succeed are also great:

_ he must attend regularly classes and other forms of tuition in accordance with the rules of the school he is attending,

_ within the appointed time, he must undertake examinations and must complete his schooling within the period appointed by the contract

_ twice yearly he must submit proof of his progress to the Training Centre.

45 G/15

- he must so organize his job that, in spite of studying, his work is satisfactorily carried out

- at the conclusion of his schooling he must remain with the Work Organization for at least as long as he has studied
- in the case of breaking the contract (for subjective reasons), the student must reimburse the expenses of his schooling.

The Training Centre follows the studies of all workers, helping them with study problems, and informing the self-management organ of their success, or lack thereof, twice yearly.

Contracts are made with students for the following periods:

_ for narrow profile schooling	1 year
_ for trade school	2 years
_ for technical high school	4 years
_ for 1st stage of degree	4 years
_ for 2nd stage of degree	4 years
_ for master's degree	4 years
_ for doctoral degree	3 years

Functional Education

In the self-management agreement on the education of workers - this is a special self-management act accepted by all workers of Sava in Council; it includes in the main all the rights and obligations of workers to education - it is written: "Every worker must, regardless of the achieved formal level of education and the practical demands of his job, unceasingly strive to widen his knowledge, that his work may be of quality and fitting to the demands arising from his fulfillment in the work process and the development of self-management".

Functional education in Sava is very divergent; it is carried on both individually and in groups.
Individual training:
Individual functional training outside the Work Organization consists of attendance at various relevant seminars and courses, symposia, conferences, consultations, and congresses, etc., and also of practical training in other Work Organizations within Yugoslavia or abroad. Participation in any form of individual education in Yugoslavia or abroad is approved by a special self-management organ.

Participants in courses or seminars, etc., are entitled to receive in advance payment of expenses (registration fees, written materials) and to payment of travel allowances and a per diem allowance. Travel orders are approved by the Training Center. At the end of the training, the participant must write a detailed report of the content of the training activity which he attended. Written materials received by participants during the seminar or course must be lodged with the Indoc-Centre (for specialist education within the Work Organization, the Indoc-Centre, with a specialized library and other technical documentation, is available).

45 6/16

Functional Group Education:
Group education is organized for groups of workers, e.g.:

- for workers in leading and managerial positions (directors, managers, shift foremen, etc),
- for other groups of workers (electricians, locksmiths, business staff, administrative staff, sales staff in the Sava shops, etc.).

For these and other groups of workers the Training Centre organizes courses and seminars within the Organization or outside, in accordance with the programme and plan for training.

The Programming Department of the Training Centre works on the basis of needs, in co-operation with experts from the Work Organization or with the aid of existing relevant programmes for such training.

A great part of functional education is taken up by accident prevention training: this consists of:

- acquainting all-new workers with the safety features and regulations
- acquainting workers with safe and correct procedures at work,
- courses for workers who are in positions of high risk of accident and health hazard, and for all workers who lead and supervise such positions,
- testing the knowledge of all workers in production and associated (e.g., electricians) BOALs. The essence of this training is that there should be a minimum of accidents, damage and professional illness at work. For this reason safety courses are shorter (i.e., one week) and are repeated at given intervals (i.e., once yearly or every two years).

Socio-economic education:

Socio-economic also falls within the range of functional education. For workers elected to management organs at the level of the Work Organization and BOAL, for members of socio-political organizations, delegates to communes, where there is an organization of associated labour, with the intention that workers should acquire a more detailed knowledge of our socio-political system, that they may more effectively carry out their managerial functions, training in the form of seminars, courses, symposia, etc., the content of which is socio-economic, are organized and made possible.

Programmes are arranged by the Training Center in co-operation with a representative of the group for whom the seminar, course, or the like, is organized. Such groups are, for instance: members of the workers' council, delegates to the self-managing communities of interest, members of trade unions, youth organizations, etc.

Language courses:

For workers who are in positions where knowledge of foreign languages is necessary or would contribute to the quality of their work, and also for holders of grants from Sava, the Work Organization covers the expenses of acquiring knowledge of foreign languages. Language courses are organized by an institution specializing in this. At the end of the course, participants must undergo a test of their knowledge.

Specialization and practice:

For workers in need of specialized training or practice in their work, the Work Organization provides the opportunity for specialization or practical experience in Yugoslavian or foreign firms. Of course, specialization is only available to a worker in the field in which he works. An expert, for instance, who undertakes some specialization course abroad, signs a contract on the basis of agreement of the workers' council which makes the specialization available, determining the mutual obligations between him and the organization which covers his expenses. In the same way, experts come from abroad to visit or practice in Sava, usually by arrangement through the Institute for International Technical Cooperation. Foreign experts are offered professional aid: but in observance of the regulations concerning business security.

Other Forms of Training in Sava

Primary Schooling for Adults

Along side the innumerable forms of training we must mention also the inclusion of those workers who have not completed primary school in the primary school for adults. The agreement on education determines that workers who are not yet 35 years of age and who have not completed their primary education (in Yugoslavia, this is 8 classes of primary education) must finish eight classes of primary school. (For adults there is a modified programme in the form of courses at the Workers' University). This education is free to workers, since it is financed by the nation. The Work Organization pays the worker only for student holidays (5 days for each class).

Grant Holders' Club

All holders of grants from Sava (students in high school, undergraduates, and post-graduates) are connected in the Grant Holders' Club. The chief aim of this Club is that students, while still in the course of studying, should be connected with the Work Organization in which they will be employed at the end of their studies.

At the same time this is a preparation for self-management, since the Club elects its own self-managing organ. The Club also spends on its own initiative the money which it receives from the Work Organization (e.g., for aid to the socially disadvantaged, to various sporting competitions, excursion, entertainment, etc.)

The policy of the Club is directed by its mentor - a worker from the Training Centre. Above all the Club provides assistance in setting up and introducing the programme and acting as a co-ordinator between the Club and the Work Organization, particularly as related to holiday practical work (every student who holds a grant from Sava must undertake one week of practical work a year in Sava). The Club also has its own president elected from among their own ranks by the students.

Excursions

The Training Centre also arranges excursions. Every year primary and secondary pupils visit Sava. Excursions are organized at a given time, under the leadership of an instructor, i.e., for that particular guide. The chief aim of these excursions is to demonstrate the technological process which lies at the end of various courses of training. The second, but not less important reason for these excursions, is one of professional orientation - that students have the possibility of seeing, before they decide on a trade, what their future work could be. For this reason excursions are considered highly by Sava.

5. FUTURE DEVELOPMENT OF TRAINING IN SAVA

Yugoslavia is preparing for a reform of the education system which will embrace the entire system, from primary school up. The essence of this reform is that every student who, after the period of compulsory primary schooling, decides to continue his education should have the same initial opportunity to acquire a profession: the dualism between training for production and other professions will be abolished, and the links between schooling and work organizations will be increased; young people will be able to acquire a profession more rapidly, etc.

The mood of reform has also been felt in Sava. The Training Centre, as the only recognized training institution in Slovenia for training in the rubber occupations, will, in the year 1979/80 begin training pupils under the new programme. This has not been an easy decision, since it is necessary to fulfill all the conditions of the reform and, on account of its specific needs this meant for Sava:

- clear definition of training needs (which rubber occupations would be necessary in the future).
- contriving of a long-term plan for personnel (how many workers and with what types of skills)

_ contriving of a programme.

As regards to the first two conditions, the situation in Sava was clear: they have 7 recognized narrow-profile occupations:

_ Mixers

_ Formers

_ Extruders

_ Confectioners

_ Callendrists

_ Vulcanizers

_ Automobile tyre retreaders

and two wide-profile occupations:

_ rubber worker for production of technical products

_ rubber worker for production of pneumatics.

These occupations cover the entire production process, except for artificial leather, for which a new trade is already in preparation.

In the same way, foremen to lead groups of rubber workers and rubber technicians for the preparation of specialized parts of the rubber trade have already been prepared.

Sava has, therefore, defined its training needs. It has a personnel plan. A committee consisting of workers of the Training Centre and experts from individual areas of the Work Organization are preparing a training programme.

In Sava the importance of the educational-training reform is well recognized, particularly the struggle for more knowledge and greater ability at work, and also for self-management, along side efforts to increase productivity. In accepting the medium-term plan, the Work Organization took the decision to erect a new building for the Training Centre, with a workshop for production and technical classes. Plans for the building are already in preparation. Training in Sava will, therefore, also have the best physical conditions in which to develop.

In Sava training is among the important management functions. The Training Centre receives financial support for its activities on the basis of a special agreement among the BOALs on the distribution of means. The amount is decided every year on the basis of the needs of the BOAL and with regard to the economic plan of the Work Organization. The Training Centre receives part of its finance from the nation (Education Community of Slovenia) for pupils in trade school.

In future a special institution of the Republic will take care of the financing of training in the rubber trades for young people. - the Education Community for Chemistry, Rubber, and Pharmacy - to which finance is made available by the chemical, rubber, and pharmaceutics firms of the Republic of Slovenia, under a special agreement on education. Sava itself will continue to finance the training of workers already in its employ.

The Training Centre has its own internal bank account with the internal bank of the Work Organization, through which it takes care of its own financial business. The accountancy service of the Work Organization does the bookkeeping for the Training Centre and makes a monthly report on the turnover and current financial state. Care must be taken that material planning for the training is appropriately channelled and that it does not exceed the financial plan of the Training Centre.

Sava has so far not concerned itself with economic training. It has been confirmed that systematic provision for training and education in all fields, as described in this paper, influence, above all else, the growth of productivity. It is interesting that production per employee in Sava, at the Kranj site (measured in tons per employee), for the year 1976, amounted to 10.8 tons per employee, in the rubber industry in Yugoslavia, 6.4 tons per employee, and in the rubber industry of the German Federal Republic, 10.5 tons. The growth of productivity may be seen in the accompanying diagram (page 23).

In the same way, training has influenced quality standards in Sava. Proper knowledge and the growth of technology have made possible very high quality standards of produce, and last year approximately 300 million dinars (US $15 million) worth of goods were exported, mostly to hard currency areas. Sava's main buyers were Volkswagon-Audi, Chrysler, and Citroen. In Sweden, 3% of all imported automobile tyres came from Sava. They exported also to Holland, Denmark, and Finland, and the FR of Germany, and also to countries of the third world (Egypt and Iran). Sava was the first Yugoslavian firm to begin producing radial tyres and by the end of 1978 they will be the first in Yugoslavia to begin to produce specialized radial tyres for articulated vehicles. The quality of Sava products is also confirmed by our cooperation with the Viennese firm, Semperit; this year Sava has signed a contract for joint investment to increase the production of automobile tyres with the International Finance Corporation of USA, which will invest 2 million dollars in the expansion of the factory and will supply 7.3 million dollars in credit.

The next positive influence derived from training is in the employment fluctuation. Every year this is less and less. While from 1970 to 1975 fluctuation was at 11-14%, in 1977 it amounted only to 9.03% - quite an improvement under the circumstances (3 work shifts). It is noticeable that workers who have acquired a rubber trade occupy key positions in production, and for this reason rarely leave the Work Organization; the greatest degree of fluctuation is among those workers who have no trade or those who have training outside the rubber trades.

The influence of training also plays an important part in the self-management decision-making process. It may be maintained that most of Sava's employees are highly aware (having access to multifaceted information), that they understand the essence of self-management and other relations within the Work Organization and outside it, that they are able to make decisions concerning the conditions and goals of work. This knowledge has been displayed in self-management affairs, and as members of the numerous self-management organs.

We have described some of the positive influences of education on the development of the Work Organization, Sava Kranj. In all events they are indicators which confirm the connection between economics, self-management, and education, and also the merit of the education policy in Sava: investment in knowledge as an obligatory component of the total commercial policy of the Work Organization has been richly rewarded, since Sava is not only among the best in Yugoslavia for the quality of its products, but is in quality and productivity and equal of rubber producers throughout the world.

CONCLUSION

In this paper we have discussed training in Sava from many points of view:

_ from that of the Organization as a whole

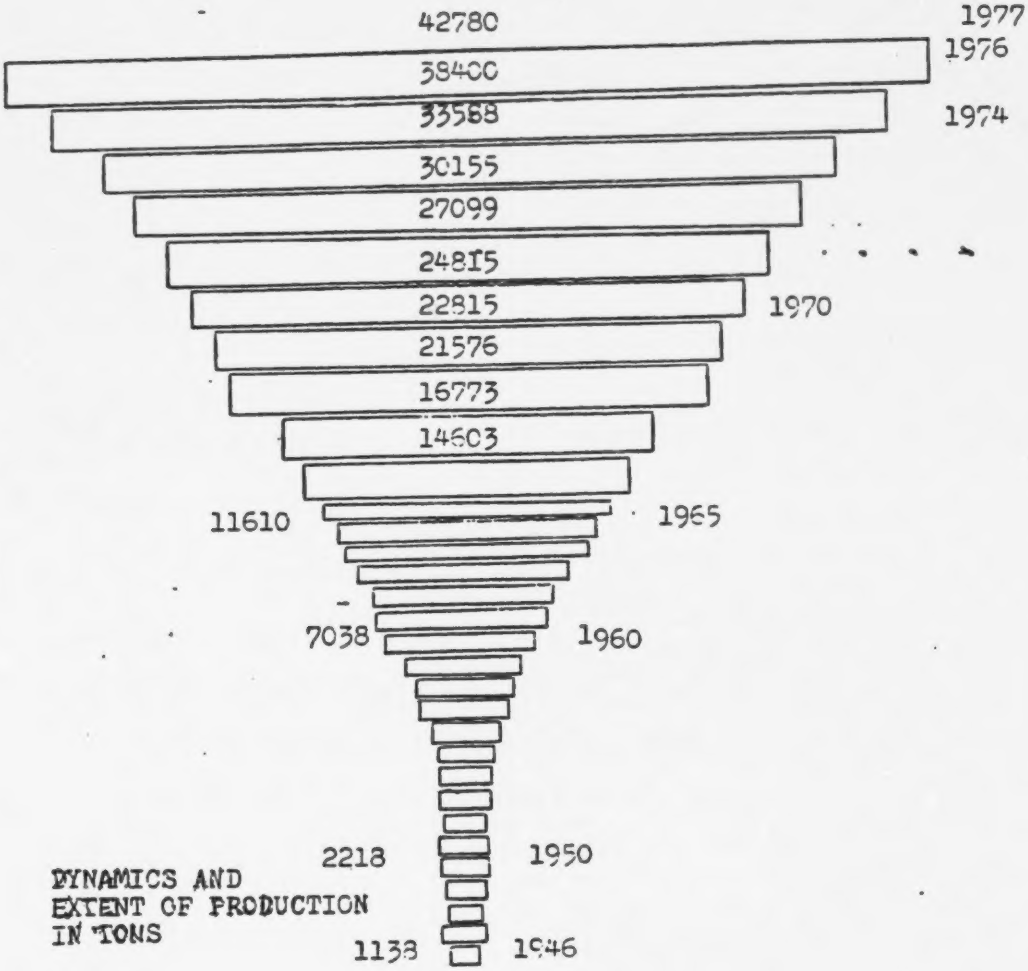
_ from that of the status of the Training Centre

_ from that of the system of training

_ from that of future development.

It has been ascertained that training in Sava has reached a somewhat high level of development and that it falls among the most highly developed training centres in Slovenia. The question arises as to why there should have been such a growth of training in Sava.

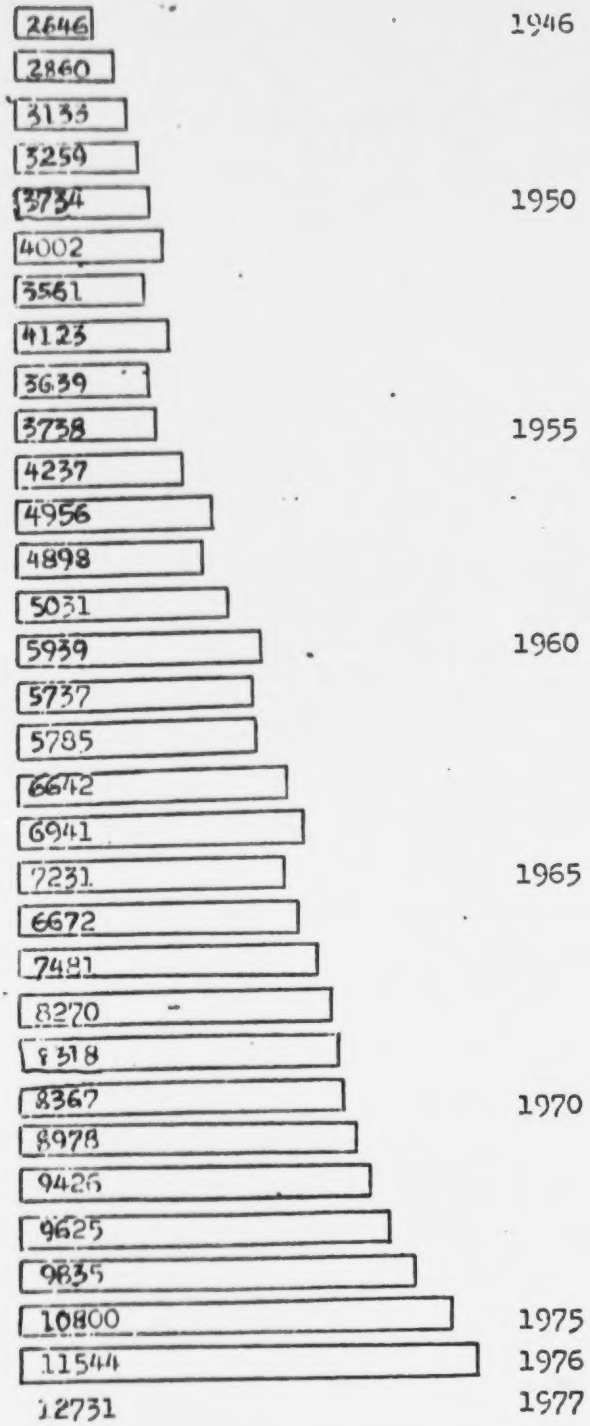
Firstly, the basic reason is the extensive investment policy. Production in Sava grew rapidly, especially after the introduction of self-management in January 1950. To assimilate the rapid development of technology through the world in the rubber industry- Sava was the only rubber factory in Slovenia - it was necessary to invest, not only in the means of production but also in expert cadres. It was necessary to develop at the same time,



DYNAMICS AND
EXTENT OF PRODUCTION
IN TONS

456/23

Fluctuation of Production per employee (in kilograms)



their own technology and innovatory processes designed by their own ingenuity. All of which is not possible without the training of their own expert cadres, with which they began the Rubber School in January 1948.

The second reason lies in the specific nature of the work: until the establishment of the Rubber Trade School, there was no similar school in Slovenia to train rubber workers (rubber work is not one of the traditional trades, like metal-working, locksmithing, and electrical work, etc., but a new industrial trade developing in almost thirty years to today's final rubber trade, as has been described).

Because of the specific nature of the work it has been necessary to devote greater attention also to the initiating and qualifying of workers, and this made necessary the institutional reconstruction of training: the capacity of the Rubber Trade School was too small to produce satisfactory numbers of expert cadres; it was necessary to establish the Training Centre which would take care of the training of workers already employed. For this reason the Training Centre was established in 1960.

The third reason was the lack of workers in the area around the Work Organization: it was necessary to introduce technology which would need fewer but more able workers.

Among the conditions which contributed to the success of training in Sava was also the positive relationships and the understanding of the managing cadres of the problems of training - most of the managing and supervisory cadres had come from among those workers who had been connected with the Training Centre, either as participants in training or as lecturers; and there was also a positive attitude to education in the self-management organ, giving support to training.

Sava has great plans for the future, especially in the field of higher production, productivity growth, foreign trade, etc. This programme will also be adapted to the work of the Training Centre. Above all it will be necessary to follow up the medium and long-term plans and to estimate how many and what profiles of workers will be needed. On this basis it will be possible to work out a programme which will meet the demands of the Work Organization. Here, apart from the regular forms of training in schools, will develop a form of education of the worker, for the worker, and by the worker.

The workers hope that in the future they will achieve their avowed aims, and in doing so contribute their share to the greater economic advantage of Sava and thus to the increased social security of the workers.

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name Dr. Milka Oljaca Phone number ________

Organization University of Novi Sad, Institute of Pedagogy

Street Address Stevana Musica B.B.

City or Town 21000 Novi Sad State or Province ________

Nation Yugoslavia

2. Check whether this case is based on

(X) an actual program

(   ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Self Management at Workers Universities

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). C. Workers

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

Workers University

6. Basic characteristics of service area

A. 21,506 km^2 geographic size (such as square miles or kilometers)

B. 2.5 million population (number of people living in area)

C. ________ urban/rural (density of population)

D. ________ nationwide Vojvodina

7. Year(s) covered by the case description 1986-88

45 H

Dr Milka OLJACA

EDUCATION OF ADULTS FOR SELF-MANAGEMENT AT WORKERS' UNIVERSITIES

A: Setting

Education programs of the Adults for self-management are carried out at the workers' universities. Those are specific andragogic institutions, flexibly, dynamically and functionally linked to productive work and the society, which activity is directed towards an organized, systematic and continuing satisfaction of educational needs both of an individual and the society. Andragogic particularities and respect for specific social, cognitively-motivational and sensory characteristics of the adults are present at each stage of work at the workers' universities: as much at the stage of the investigation of educational needs as at the stages of planning, programming, organization and evaluation of educational activity.

Pursuant to the Law on Education in Vojvodina (1986), the activity of the workers' universities involves: the organization of general education of the adults in form of preparation for taking examinations at the levels of elementary, secondary, advanced or higher school; generally-cultural education of the adults: health education, economy of running a household, learning of foreign languages, etc.; education for self-management: for the workers of economic firms, members of the managing body both in economic and uneconomic firms, for the delegates and members of delegation, ideo-political education; professional education and advanced training: orientation to a job, preparation for work, retraining, advanced training at a working place and education of individual agricultural producers (Table 1, pg.3).

Vojvodina is a politically and economically separate whole within Serbia (one of the six Yugoslav federal republics), which area being

21,506 km^2, and making 8.41% of the territory of Yugoslavia. Its population is about 2.5 millions, members of 26 peoples, nationalities or ethnic groups. Agricultural population makes 51.7% of its total population. There are 628,000 of employed. The greatest number of them work in industry (237,000), then in agriculture and fishing (66,000), trade (59,000), civil engineering (45,000), transportation (41,000), handicraft (27,000) and in hotels, restaurants and tourism (16,000). In the uneconomy, the structure of 100,000 employed is as follows: 36,000 in education and culture, 35,000 in health institutions and social protection and 28,000 in socio-political communities and organizations.

More than a half of the population live in towns, and there 464 settlements within 50 communities in Vojvodina. The network of 25 workers′ universities covers every larger community. The size of those institutions differs, depending on the environment in which each such institution carries out its activity. They can be less developed with 5 - 10 employed, or more developed ones, like the one in Novi Sad, with 140 full-time employed and with over 500 extramural associates, who organize education programs for the community having more than 100,000 employed in 120 firms.

B: Outcomes

B1: Goals

Acquiring the knowledge of the essence of self-management and the development of capabilities for a successful use of the right, as well as an aware satisfaction of self-managing duties.

The essence of self-management can be expressed through the following characteristics: it is, first of all, a form of productive relations under which a workman has got certain possibilities to rule

Table 1: Activity of the workers' universities: Kind, duration and number of seminars and courses - Period: September 1, 1986 - August 31, 1987. (Source: Monthly Statistical Survey, Vol. 11, Page 134, Novi Sad, 1987)

Programs	Seminars & Courses - Total number:	According to duration: Up to 15 hrs	16-40 hrs	41-100 hrs	101-200 hrs	201-300 hrs	301-500 hrs	501-750 hrs	Over 750 hrs
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
SEMINARS & COURSES -TOTAL	2135	654	266	619	370	103	61	29	33
General education for preparations in taking examinations	531	-	4	114	319	33	40	14	7
- for elementary schools	35	-	-	-	1	1	26	2	5
- for secondary schools	38	-	-	-	2	19	9	6	2
- for advanced and higher schools	14	-	-	-	2	2	4	6	-
- for other purposes	5	-	1	2	-	1	1	-	-
Generally-cultural education	4	-	2	2	-	-	-	-	-
Health education	-	-	-	-	-	-	-	-	-
Economic households	4	-	-	-	4	-	-	-	-
Foreign languages learning	429	-	-	110	309	10	-	-	-
Education for other purposes	2	-	1	-	1	-	-	-	-
Education for self-management	1076	602	215	231	23	-	-	4	1
-for workers in economic firms	102	65	16	21	-	-	-	-	-
- for members of the managing body in economic firms	8	2	6	-	-	-	-	-	-
- for delegates and members of delegations	125	65	19	18	23	-	-	-	-
- for other purposes	33	32	1	-	-	-	-	-	-

(Continuation of Table 1)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Ideo-political education	305	211	50	43	-	-	-	-	1
- for members of the Labor Union	233	61	83	89	-	-	-	-	-
- for members of the Youth organizations	233	135	40	58	-	-	-	-	-
- for other purposes	37	31	-	2	-	-	-	4	-
Professional education and advanced training	528	52	47	274	28	70	21	11	25
Preparation for work at a working place:									
- orientation to a job	6	-	-	-	1	5	-	-	-
- preparation for work	48	-	7	1	6	10	1	3	20
Retraining	5	-	-	1	-	-	-	2	2
Advanced training according to legal rules:									
- protection at work	166	39	16	62	-	49	-	-	-
- civil protection	203	11	8	184	-	-	-	-	-
- protection for other purposes	12	2	-	6	4	-	-	-	-
Advanced training at a working place of the workers									
- in direct production	42	-	-	12	7	-	17	6	-
- in indirect production	12	-	-	6	2	-	1	-	3
Education of individual agricultural producers	8	-	-	-	5	3	-	-	-
Education of others	26	-	16	2	3	3	2	-	-

the conditions, means of work and work performance, a form of the socio-political system, in which the working people are engaged in the process of making political decisions in an organized way and, finally, it is a form which offers the possibility to implement the right of each worker to participate actively in decision making on all social issues.

Besides the knowledge, the goal of those education programs is also a systematic, organized and continuing development of self-managing orientation in the adults, as well as the development of cognitive, conative, emotional and motivational components of self-managing attitudes, essential to a further development of self-managing relations in the society.

Besides the mentioned tasks, the following ones in the process of educational activity with the adults can be also stressed: preparation of the adults for taking active parts on in all self-managing activities concerning the decision making on certain developmental problems occurring in productive work and the society on the whole, as well as in preparing the adults to be able to analyze critically the relations and conditions under which they live and work and, in a great number of different interests, to find such solutions which strengthen the self-management.

It is expected, by mastering those programs, that the adults will carry out their rights more completely in the process of work, in the process of self-management and will be able to develop their feelings of duty and moral responsibility more fuller, the bases on which the self-managing social relations are established and developed. Understanding the freedom, in the philosophical-political sense, not only as a right, but also as a responsibility, the education programs for self-management develop such an awareness in the adults that the freedom of all, only if it is in harmony with the principles of equality, the sameness with the principle according to which the work performance determines the material and social position of an individual. A stronger or weaker disturbance of these principles is a stricter or weaker limitation of full freedom of the man.

B2: Benefits

In the process of education for self-management, the adults are prepared for personal participation in making all social decisions and laws which, by this act itself, are not experienced by themselves as an external force, but as a self-conscious activity within the framework of certain standards. The social rules of conduct are then appeared as the expression of an individual will raised to the level of generality, and the whole system of values results from the autonomy of liberal, conscious and creative determination of each personality.

Direct uses of the adults who complete those programs for self-management are reflected in:

- more complete implementation of open possibilities in decision making at the meetings of self-managing bodies;
- better understanding of economic, productive and social problems the decisions are made on;
- more successful movements on the scale of more significant social roles, they are more frequently elected in the bodies of social self-management, and
- more successful analysis and more studious consideration of the business results of the firm they work with and, by which, they have got a stronger influence on the productive policy.

C: Process

C1: Planning

A mutual access to planning is the basic characteristic of planning the programs for self-management. After the negotiation about the commencement of planning the programs, the process of planning is carried out in three different institutions, from three different aspects, and later on these plans are, in the process of coordination, incorporated into a single program.

Education programs for the adults for self-management should be brought into accord with the social needs (economic, productive), i.e. with the educational needs being a characteristic of a certain firm, but together with the individual educational needs, demonstrated , most often, in a form of will of that individual to be included, through the education, into self-management and social processes and activities.

The investigation of social and individual needs for self-managing education is carried out by the Andragogic Service of the workers' universities, on the basis of which the goals, tasks, contents and organization of the programs are designed. The basic purpose of this investigation of educational needs lies on the ground that at all stages of education there should be a direct influence of both firms and adult participants in the process of education, but also the creation of the possibility of as thorougher preparation as possible for the organization of educational activity at the workers' universities. In the process of investigation of the needs, various methods are applied. In the last five years a questionnaire was used for preparing 11% of the programs, ranking the attitudes, and investigation of individual interests 7% of the programs, 54% of them for the evaluation based on personal contacts of the workers' universities' representatives with the personnel boards in firms, 4% for the analysis of the personnel staff service documentation and only 10% of the programs for a systematic investigation which included the analysis of work, the poll, interviewing, determination of acquired prior knowledge, interests and wishes. The 14% programs were taken from already prepared ones by the Labor Union, without any former investigation of educational needs. On the basis of the investigation of educational needs, at the Andragogic Service of the workers' universities the basic elements of educational goals and tasks are designed, the draft of contents elaborated and both of them are submitted to the Labor Union, firms and individuals - potential participants in the education process. That draft of the program also includes the proposal of schedules, forms of educational activity, criteria of evaluation and financial requests necessary for its being carried out.

The next stage of working on the program is the "reconcilation", which represents a mutual consideration of the program and the analysis of remarks, proposals or new ideas reached on the basis of the proposed draft analysis. The goal of this joint work is the reconsilation of interests and request of each participant in this process of planning: the Labor Union, which is interested in making this program harmonized, first of all, with the social demands, firms which by using those programs wish to contribute to better solving of concrete self-managing problems and of the workers' universities, which, besides the said requirements, are also interested in considering the request of an individual - participant in the education program, as his/her success at work depends on the course of educational activity. This stage terminates by signing the self-managing agreement among these three designers of planning. The program is on the whole, most often financed by the Labor Union, a firm rarely takes part in it, and an individual never does it.

At the final stage, which includes the realization, follow-up, analysis and the evaluation of the program for self-management, the three designers of planning will further be present, but the expert staff at the workers' universities will work more intensively on:

- the analysis and follow-up of the conditions under which the program is carried out;
- distribution and harmonization of the work dynamics during a day, week and month;
- selection and organization of cooperation among the engaged personnel; making evidence and continuous inducement of the program participants to self-evaluation, and
- the evaluation of the whole activity from the very commencement of the education process.

C2: Methods

Educational process with the adults applying those programs is so organized that it represents a unique process in acquiring the knowledge, understanding and preparation of the adults to analyze the processes, legalities and contradictions of the social development. The attempt is that each participant has got as active role as possible during the whole process. Ideological discussions, critical considerations and a clash of opinions are organized, as well as democratic opposition and expression of ideological attitudes, creative solving problems. Educational groups cannot consist of more than 20 participants.

Individual work is directed towards the study of literature, planned preparations for discussions, observation, critical analysis and study of self-managing issues, characteristic of that certain firm or social environment the adults come from.

Group work is directed towards discussions and working sessions at which introductory and working discussions take place, about each item (among which an individual work is organized in form of the study of literature, observation and analysis of practice, with the goal of preparing for discussions). According to the determined minimum, the time intended for panel discussions cannot be less than two thirds of the total number of classes.

Besides the said forms, the following ones are also organized:

- lectures and introductory presentations;
- compulsory consultations (individual and group ones);
- meetings and talks with the holders of self-managing and public functions, with scientists and expert associates;
- debates and discussions in the firm the adults come from, and
- topic talks on economic and social problems, as well as cultural events in the society.

Required time for carrying out the said programs is determined according to possibilities and conditions of the adults. There are programs which range from 15 up to 750 classes. A greater part of the educational activity is carried out in the premises of the workers' universities (equipped with the library, classrooms, audio-visual teaching aids), but with changing the places, rooms and milieus (work in firms, public cultural centers) it is graviated towards making as convenient working atmosphere as possible, as well as such conditions which will affect the adults in motivation way.

The basic literature studied involves:

a) legal and normative documents: Constitution, Statutes of communities, Statutes of firms, developmental projects, production designs, etc., and

b) modern sociological, economical and philosophical works dealing with the investigation and study of the self-managing theory and practice. Those are the works about the self-management and socially owned means, productive work, principles and income policy, economy of Yugoslavia, planning, as well as about social development of the country.

C3: Improvements

Program improvement

Education programs for self-management are not permanent ones. The basic requirements set before those programs are to be of current interest and modern. In accordance with these requirements, we carry out a continuos follow-up of modern social investigations and literature in this field, and particularly in the field of innovation of those parts of the programs that are related to the current self-managing problems in the firm the adult participants of the education process have come from.

The participants, teachers, andragogists of the workers' universities and the representatives of the Labor Union and firms are included in making the analysis, evaluation and preparation of new programs.

Encouraging participations

Although the number of the adults included in the process of education for self-management has always varied, the follow-up of this trend, in recent years, has shown, more and more, the tendency to decline. A permanent reduction in the adults' motivation for all kinds of programs has been noticed. The level of interests has declined in the adults regardless their prior education, age and sex.

In order to solve this problem there is an attempt to realize as firm linking as possible between educational activity and theory and everyday self-menaging activities of the adults. In the course of the programs the adults are induced to participate in finding out the answers and solutions to the problems, difficulties and contradictions in the development of the society. The successes and problems connected with these activities represent the issue of a group discussion. The growth of motivation for that issue is in that way influenced indirectly during the process of learning as well.

D: Inputs

D1: Participants

The number of the adults included in the education programs for self-management varies. A more intensive interest appeared in 1960, 1965 and 1974 when stronger social changes occurred: the Economic Reform, or passing the new Constitution of the country. In recent years that number has increased and come to about 99,000 participants taking part in 1076 seminars and courses.

The analysis of the education structure shows that, up to now, the highest percentage of the adult participants had secondary education (about 52%), elementary education (about 27%), somewhat lower percentage of the adult participants (about 17%) had advanced and higher education, and the smallest number of those participants having incomplete education.(For a certain number of the adult participants their acquired prior education is not known). The age structure shows that about 42% of them were younger than 27, and then their participation slowly declined with the age: about 36% between the age of 28 and 40, only 20% of the adult participants older than 40. The participation of women was in the percentage of about 42. (Accurate data can be seen in Table 2 , pg 14.).

D2: Needs

Sources of needs are:

- every other or fourth year, the election of new members to the self-managing bodies of firms, communities, then of the republics and the federation takes place, and there is a need to prepare them for carrying out their new self-managing functions;
- before and during the time of passing new social laws, regulations and programs, the education process is organized for the purpose of preparing the adults to participate actively and in a large number in the process of their passing and their implementation;
- individual educational needs are linked to personal wishes and greater possibilities for themselves to be elected and acquire a more socially significant role.

D3: Staff

University professors or outstanding figures carrying out socially significant functions in the field of legislation, planning the

Programs	Number of seminars and courses (1)	Total number of enrolled participants (2)	Participants-listeners who have completed seminars & courses According to age				
			Total (5+6+7) (3)	Female (4)	Under 27 (5)	28-40 (6)	Over 40 (7)
Education for self-management - Total	1076	99356	96260	40410	40944	35463	19853
- for workers in economic firms	102	6028	5576	2074	1625	3050	901
- for members of the managing body in economic firms	8	1006	918	156	234	591	93
- for delegates and members of delegations	125	4727	4263	1802	793	2346	1124
- for other purposes	33	7957	7397	1536	2312	3852	1233
Ideo-political education	305	25234	24899	11395	7285	10976	6638
- for members of the Labor Union	233	30404	29787	12354	6373	13721	9693
- for members of the Youth organizations	233	22262	21824	10418	21824	-	-
- for other purposes	37	1738	1596	675	498	927	171

Table 2: Age and sex structure of the participants in 1986/87
(Source: Monthly Statistical Survey, Vol. 11, Page 136, Novi Sad,1987)

45#1/14

D4: Content

Basic characteristics of the education programs for self-management are their actuality and connection with all economic events in the firms the adults come from. In other words it means that they are simultaneously very changeable and different. Nevertheless, the two thopic wholes appear as a common trait for most of the programs, and they are: a) Development of the self-managing socio-economic relations, and b) Self-management in firms, characteristics and mechanisms in functioning of the delegate system. In the framework of the former whole a special attention is paid to the contents: carrying out the system of self-management and its functioning; current ideological issues in the development of the self-managing society; accomplishments and prospects in the development of the material base of self-managing relations; basic characteristics of the former economic development and strategic directions of further economic development; goals and tasks of the socio-economic development; current issues in the development of income-based relations in the creation and distribution of income; work and creation as the basic sources of income and carrying out the distribution according to work and work performance. The following contents are elaborated in the latter thopic whole: establishment of and carrying out the delegate system; self-management in the economy: management of work and business affairs, management of productive means of social reproduction, cherishing interpersonal relationships, decision making on income; follow-up and evaluation in carrying out self-managing distinctions, agreements, constitutionality and legality at work.

social development or culture are engaged in giving lectures, introductory presentations and consultations in the framework of those programs in the field of economy, sociology and philosophy.

The number of employed staff depends on the size of the workers' university and number of groups involved in certain programs. The total number of the employed and their education structure are shown in Table 3.

Staff	Total	According to schooling				
		Higher	Advan.	Second.	Elem.	Oth.
1.Teaching-instruct.						
Total	1104	720	307	70	3	4
Full-time	85	44	33	4	2	2
Part-time	10	8	-	1	1	-
Extramural associates	1009	668	274	65	-	2
2.Expert associates						
Total	420	316	74	28	2	-
Full-time	43	23	8	12	-	-
Part-time	10	10	-	-	-	-
Extramural associates	367	283	66	16	2	-
3.Other employed						
Total	214	18	41	78	47	30
Full-time	211	18	41	77	46	29
Part-time	3	-	-	1	1	1
4.Volunteers	9	3	3	2	-	1

Table 3: Teaching staff at the workers' universities and their education structure
(Source: Monthly Statistical Survey, Vol.11, Page 140, Novi Sad, 1987.)

45 H/15

D5: Finances

The amount of about 95% of the funds is provided for carrying out the programs by the Labor Union, and the rest 5% by firms. Participants of the programs do not participate in financing.

Allocation of costs is carried out in the following ratios:

- Salaries of full-time employed	60%
- Salaries of part-time employed	12%
- Extramural associates	3.58%
- Management expenses	10%
- Material costs	4.42%
	100%

D6: Facilities

The workers, attended those programs,do not get higher salaries after the completion of the programs either. During the time of organizing the programs and their carrying out, the workers do not terminate their employment. But, however, a special privilege offered to them is that they are freed from working in the third shift at night. Then, planned trips of several days, included in the programs are also paid to them. The purpose of such trips is mostly the visit to some historical places of interest, monuments in the country.

Besides this, the workers' universities are such institutions which predominantly organize educational activities with the adults. It means that schedules in carrying out the programs are arranged according to free time of the participants. Also, the groups working in different shifts are so formed that if one cannot attend the work of own group, he/she can do the same on the same day by including himself/herself in the work of any other group which time is more convenient to him/her. Some workers' universities deal with publishing activity as well. In this way, printing of the program material and text-books is made possible for independent work of the adults, as well as of other necessary didactic material and aids in smaller circulations.

E: Evolution and Evaluation

The workers' universities (the first ones were founded as early as in 1952) have been engaged in the organization of educational seminars for self-management since 1954. Their number at the beginning showed a permanent growth and there were 30 of them in 1954 and 525 in 1955. The next five-year period represents even more intensified organization of those seminars. In 1965 the number of the seminars reached the number of 1337 representing the greatest number up to 1977. Between the years of 1966 and 1974 the activity of the workers' universities in that field was made smaller. After 1974 the number of the seminars increased again: from 983 (1975) to 1036 (1976), 1302 (1977) and up to 1526 (1979).

At the moment the organizational work covering 1000 - 1500 seminars is being carried out.

The Labor Union and firms and adults are interested in the results of the carried out education programs for self-management. In firms the self-managing activities are carried out at a higher level; the adults are offered better chances to advance in the society, and the Labor Union through them accomplishes better results connected with cherishing self-managing culture of the adults and its lifting to a higher level, since the degree of development of the whole system of self-managing democracy in the society depends on the level of the development of self-management in it. For that reason, the follows-up and improvements of these programs have included all these agents in themselves. The analysis and the follow-up are organized during the elaboration of the programs, and the evaluation and discussion about the improvement of the programs are organized at the end of one-year work. A special attention is paid to the analysis of those parts of the programs in which the adults did not show any interest; the number of participants is followed and is later compared to the preceding one; any fall in number of participants is also followed and its causes and reasons are analyzed. These analyses represent the evaluation of the proposed programs and a firm ground for the elaboration of new programs.

F: Influences

Characteristics of the economic development of the society have, directly and indirectly, exerted influence on the organization of the said programs. In the period of a more intensified economic growth, more funds are set aside for the purpose of education and there is better motivation in the employed for such programs, and, vice versa, in the period of fall in the economic power, difficulties emerge.

But, however, due to the importance of those programs, having for the development of self-managing relations, all efforts have always been made towards the direction in which they can provide as optimal conditions for their organization as possible.

* * * * *

Project Plan
4/88

A WORLD PERSPECTIVE:
AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

For additional information, contact:

Professor Alan B. Knox
Continuing Education
University of Wisconsin-Madison
264 Teacher Education Building
225 N. Mills Street
Madison, Wisconsin 53706, USA
Phone: (608) 263-2937

NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
2. Needs (indication that a problem or educational need existed that the program should address)
3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
4. Content (major subject matter fields)
5. Finances (money and in-kind support from any source)
   To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
6. Facilities, equipment, materials
7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
1. Positive influences that help or contribute to the program's effectiveness or success.
2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.